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Mansfield University 2013-2014 Graduate Catalog

Mansfield University of Pennsylvania
Mansfield, PA 16933



For Graduate Admission contact:
Office of Graduate Admissions
South Hall
Mansfield, PA 16933
Phone: (570) 662-4806
(800) 577-6826
Fax: (570) 662-4121

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Colleges & Departments

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Mansfield University

Art

Biology

Communication

Education and Special Education

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Graduate

- [Education, Master of Science](#)
- [Special Education, Master of Education](#)

English and Modern Languages

Geography and Geology

Health Sciences

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Graduate

- [Nursing, Master of Science in Nursing](#)

History, Philosophy and Political Science

Library

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Graduate

- [School Library and Information Technologies, Letter of Completion - Technologies for Digital Literacy](#)
- [School Library and Information Technologies, Master of Education](#)

Mathematics and Computer Information Science

Music

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Graduate

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Psychology

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Graduate

- [Organizational Leadership, Master of Arts](#)

Applied Socio-Behavioral Studies

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Administration and Graduate Leadership

 [Print this Page](#)**President****Brigadier General Francis L. Hendricks, USAF (Retired)**

500 North Hall; (570) 662-4046

Provost and Senior Vice President for Academic Affairs**Dr. Peter Keller**

508 North Hall; (570) 662-4804

Associate Provost and Dean of Education, Professional & Graduate Studies**Dr. Joy Patricia Burke**

504 North Hall; (570) 662-4877

Interim Associate Provost and Dean of Arts and Sciences**Dr. David Stinebeck**

509 North Hall; (570) 662-4877

Vice President for Finance & Administration**Dr. John Adams**

529 North Hall; (570) 662-4881

Associate Vice President for Finance & Administration**Mr. Scott Williams**

Brooks Maintenance; (570) 662-4913

Associate Vice President of Student Affairs/Dean of Students**Dr. Christopher Bridges**

Alumni Hall; (570) 662-4345

Associate Vice President for Residence Life**Mr. Charles Colby**

120 Pinecrest; (570) 662-4934

Director of Admissions; Tactical & Management**Ms. Rachel Green**

G04 South Hall; (570) 662-4243

Director of Admissions; Programming & Marketing**Ms. Casey Wood**

G21 South Hall; (570) 662-4243

Director of Graduate Enrollment & Special Program Initiatives**Ms. Judi Brayer**

531 North Hall; (570) 662-4818

Director of Institutional Research & Assessment**Dr. John Cosgrove**

511 North Hall; (570) 662-4586

Associate Director of the Career Center**Ms. Nichole Lefelhoc**

Alumni Hall; Ground Floor; (570) 662-4133

Director of Financial Aid**Mr. Charles Scheetz**

224 South Hall; (570) 662-4129

Director of Information Resources/Library**Mr. Scott R. DiMarco**

214 North Hall; (570) 662-4689

Director of Public Relations**Mr. Dennis R. Miller**

516 North Hall; (570) 662-4846

Registrar**Ms. Lori Cass**

224 South Hall; (570) 662-4202

Director of Student Accounts
Ms. Julie Cimino
224 South Hall; (570) 662-4388

Director of University Police
Chief Christine Shegan
Doane Center; (570) 662-4900

[\[Archived Catalog\]](#)**Academic Calendar** [Print this Page](#)

Click on a link to be taken to the entry below.

- [Fall Semester, 2013](#)
- [Spring Semester, 2014](#)

Fall Semester, 2013[^ TOP](#)

University Meeting Days	Th—F	August 22-23
Classes Begin at 8:30 am	M	August 26
Monday Classes (Beginning 6:00 p.m. and after)	F	August 30
Labor Day - No Classes	M	September 2
Last Day to DROP Classes	Sa	August 31
Last Day to ADD Classes	Su	September 1
Last Day to Submit:	W	September 4
"Credit-By-Exam" form		
"Application for Graduation" form for May 2014		
"Pass/Fail Option" Card		
"Repeat of Course" Card		
Last Day to Submit "Incomplete" Grades	F	September 20
Last Day to Complete "Credit-By-Exam"	Tu	September 24
Fall Holiday - No Classes	M	October 21
Mid-Semester Grades Due 4:00 p.m.	F	October 25
Registration for Spring Semester Begins	M	October 28
Last Day to Withdraw from a Course	F	November 1
Thanksgiving Holiday	W-F	November 27-29
Fall Semester Classes End	F	December 6
Final Examination Period	M-F	December 09-13
Fall Commencement	Sa	December 14
Fall Semester Grades Due (12:00 Noon)	M	December 16

* Friday is reserved for make up if it is necessary for the University to postpone final exams on one of the scheduled days.

Spring Semester, 2014[^ TOP](#)

University Meeting Days	Th—F	January 16-17
Classes begin 8:30 a.m.	T	January 21
Last Day to DROP Classes	SU	January 26
Last Day to ADD Classes	M	January 27
Last Day to Submit:	W	January 29
"Credit-By-Exam" form		
"Application for Graduation" form for December 2014		
"Pass/Fail Option" Card		
"Repeat of Course" Card		
Last Day to Submit "Incomplete" grades	F	February 14
Last Day to Complete "Credit-by-Exam"	M	February 17
Spring Holiday - No Classes	M-F	March 17-21
Mid-Semester Grades Due 4:00 p.m.	F	March 21
Last Day To Withdraw From A Course	F	March 28
Registration For Fall Semester Begins	M	April 14
Spring Semester Classes End	M	May 05
Final Examination Period *	T-F	May 6-9
Spring Commencement	Sa	May 10
Spring Semester Grades Due (12:00 Noon)	M	May 12

* Friday is reserved for make up if it is necessary for the University to postpone final exams on one of the scheduled days.

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Mission Statements

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Click on a link to be taken to the entry below.

- [Mansfield University Mission Statement](#)
- [Graduate Studies Mission Statement](#)

Mansfield University Mission Statement

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Our Mission

Mansfield University is dedicated to a personalized education with all programs grounded in the liberal arts. As a small, comprehensive public university, we are committed to promoting leadership development through character, scholarship, cultural awareness and service to others. Through our passion for learning, we positively influence the world.

Our Vision

The community of Mansfield University will embody the four virtues of our Creed - Character, Scholarship, Culture, and Service.

CHARACTER

We will hold ourselves to the highest standards of ethical behavior, incorporating respect for self, others, and our surroundings. We will devote ourselves to the holistic development of individuals, fostering personal accountability, honesty and advocacy through character education. Courage, integrity, and honor exemplify our core values.

SCHOLARSHIP

The Mansfield University community will foster a life of intellectual curiosity, celebrating the creation and dissemination of new ideas. We will embrace the use of rigorous, responsible and critical inquiry to understand, acquire and share knowledge. We apply what we learn by recognizing that each of us is both student and teacher engaged in the continuous pursuit of learning.

CULTURE

Mansfield University will lead the region and beyond in promoting diversity and cultural awareness. We will accomplish this mission by vigorously engaging with one another, capitalizing on the gifts bestowed on our community through the arts, and celebrating our similarities and differences. Through open discourse, we will create meaningful experiences that compel us towards understanding and compassion for all humanity.

SERVICE

Knowledge invests us with the power to improve our world and the responsibility to act. We will be engaged in our community. Our students, faculty, and staff will partake in volunteerism and service activities as a natural outgrowth of the University Mission in order to impact lives now and in the future.

In 1912, our Mansfield University student body first adopted the above values, emphasizing their order: "Character as the essential, Scholarship as the means, Culture as the enrichment, and Service as the end of all worthy endeavor." The current revision of the creed was developed by the Leadership Group of the Focus on Learning Forum and recommended to the Cabinet by the members of the Learning Forum.

Graduate Studies Mission Statement

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Mansfield University graduate study programs provide personal and professional development opportunities expanding one's knowledge, skills and life-long learning capacities. Programs stimulate engagement in shared learning, evolve critical thinking abilities through practice and reflection, and encourage group and community service.

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Statement Of Diversity

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Graduates of Mansfield University are expected to participate in a world that has been enriched by knowledge, insights, and traditions of diverse peoples who live and work together. An academic community that values diversity by words and action provides the best environment in which students can learn the social skills necessary to participate and flourish in our multi-cultural environment.

The Mansfield University Council of Trustees reaffirms the purpose of Mansfield University, as stated by former President Simon B. Elliot in 1912, to

Strive to make education universal; that the rich and the poor, the child of those who have power and place, and of those who tread the lowly paths of life, shall receive alike the blessings of education ... and invite equally and alike, without distinction of sex, or color, or race, or creed, or party, the children of all who may desire to participate in the opportunities here offered. That is the highest purpose for which Mansfield may be praised.

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The University

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Located in the beautiful mountains of rural, north central Pennsylvania, Mansfield University is a member of the Pennsylvania State System of Higher Education, currently enrolling over 3,400 students, including more than 400 graduate students. Founded in 1857, Mansfield University is proud of its long tradition of preparing excellent teachers as well as its more recent role as a public liberal arts university focused on leadership development. The university is located within Tioga County, which is noted for its quality of life and numerous recreational opportunities. The region is home to five state and federal parks, seven lakes, the Pine Creek Rail Trail, and the 50-mile long gorge of the Pennsylvania Grand Canyon. The university is an hour south of the Finger Lakes Wine Region of upstate New York.

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Admissions

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Mansfield University began its first graduate programs in the summer of 1966. Music and Elementary Education programs offered the first degrees and other programs were added in succeeding years. Today, Mansfield University offers education-related master's degree programs in Education, School Library and Information Technologies, Special Education, Nursing, and Organizational Leadership. We also offer four concentrations within the Master of Arts degree program in Music.

Mansfield University has a rolling admissions policy. Applications are considered based upon academic credentials and space availability for the entry date requested.

Application Procedures

- Official transcripts from each undergraduate and graduate institution attended, regardless of whether or not a degree was earned, must be submitted as part of the application packet. These transcripts must be sealed by the registrar and remain sealed until their arrival at the Graduate Admissions Office. If the course(s) or the degree was completed at Mansfield University, the applicant is not required to submit the transcript.
- One or more letter(s) of recommendation required by graduate programs (see Additional Admissions Requirements for Specific Graduate Programs).
- Copy of current teaching certificate, if applicable.
- \$25.00 application processing fee.

Admission to a graduate program is based on a full review of application materials and recommendation by the faculty of the admitting graduate program, and upon acceptance by the Office of Graduate Admissions.

Application Requirements

To apply for Graduate, School contact the Graduate Admissions Office located in 531 North Hall at (570) 662-4818 or apply online at <http://ssl.mansfield.edu/forms/gradapply.cfm>. A completed application will include the following:

- Evidence of at least one completed undergraduate degree program from a regionally accredited university or in the case of international students, a nationally recognized institution.
- Minimum cumulative GPA of 3.0 on a 4.0 scale unless an exception is recommended by the graduate program faculty. Such an exception will result in a **provisional** admission. A student in provisional status:
 - Must maintain communication with the program academic advisor via email or phone.
 - May take up to six (6) credits in the graduate degree program and must achieve a cumulative grade point average of 3.0 in those credits to be eligible for continuing enrollment. Please consult with the program academic advisor to determine the courses that will fulfill this requirement. A student who receives an "F" is automatically dismissed from the University. All normal University policies and procedures apply thereafter.
 - Must contact the program academic advisor prior to registration for the following semester. An Academic Hold will be placed on the student's account and can only be released by the program academic advisor prior to scheduling for subsequent coursework.
 - May receive financial aid during the period, subject to the standard method utilized to determine eligibility for all matriculated students.

Additional requirements may be required by specific graduate programs. Please see below.

Additional Admission Requirements for Specific Graduate Programs

- **Education, Master of Science**
 1. One academic or professional letter of recommendation.
 2. Copy of current teaching certificate, if applicable.
 3. Minimum cumulative GPA of 3.0 on a 4.0 scale in an undergraduate degree earned or calculated on the last 48 semester hours.
- **Organizational Leadership, Master of Arts**
 1. Applicant must submit an essay on the following topic: *Share a story that typifies leadership for you.* (Please describe the context, the events, your relation to the leader, and the leader as part of your narrative.)
 2. Letters of recommendation as follows:
 - Two (2) academic letters of recommendation if applicant's undergraduate GPA is less than 3.0 on a 4.0 scale.
 - One (1) academic letter of recommendation and one (1) professional recommendation if applicant has been out of school two years or less.
 - Two (2) professional letters of recommendation if applicant does not fit in either of the above categories.
 3. Resumé or curriculum vitae.
- **Music, Master of Arts**
 1. On-campus audition required for the Instrumental Conducting, Choral Conducting and Collaborative Piano concentrations.
 2. One academic or professional letter of recommendation.

- **Nursing, Masters of Science in Nursing**

1. Evidence of a valid professional nursing license required.
2. A completed BSN degree required OR any bachelor's degree with the completion of the following prerequisite courses:
 - a). Introduction to Statistics (MA 1125)
 - b). Community Health Nursing (NUR 4471), the NLN Community Health Nursing Exam or course equivalent.
3. Two letters of recommendation; one professional and one academic preferred to speak to applicant's academic, writing, and critical thinking abilities as well as applicant's motivation to achieve the MSN degree.
4. If GPA is between 2.8 and 2.99, the applicant will be considered for **Provisional Acceptance**. Provisionally accepted students will work with an advisor to schedule and complete six graduate level credits. Once the student can demonstrate that s/he is capable of succeeding at the graduate level (achieving a 3.0 or higher on 6 graduate credits), then, through department recommendation, the student may be eligible to continue on the path toward graduation.

- **School Library & Information Technologies, Master of Education**

1. Copy of current teaching certificate.
2. One academic and one professional letter of recommendation that addresses the applicant's abilities, motivation and dispositions.
3. Official transcripts from every college/university where coursework was completed.
4. Minimum cumulative GPA of 3.0 on a 4.0 scale in an undergraduate degree earned or calculated on the last 48 credit hours.
 - **Provisionally admitted students** in the School Library & Information Technologies Program will be expected to take in their first year the following courses: LSC 5501 *Instructional Collaboration* and LSC 5535 *Information Literacy and Academic Standards*.

- **Special Education, Master of Education**

1. One academic or professional letter of recommendation
2. Copy of current teaching certificate, if applicable
3. Minimum cumulative GPA of 3.0 on a 4.0 scale in an undergraduate degree earned or calculated on the last 48 semester hours

Clearance Requirements

Clearances are required for the following degree programs:

- **Master of Science, Education and Master of Education, Special Education**

Students must submit copies of their clearances via US mail to: Ms. Beth McClure, 205 Retan, Mansfield University, Mansfield, PA 16933. If you have any questions, please call (570) 662-4024. Current Public School Employees may use this form <http://mansfield.edu/teacher/initial-clearance-instructions/public-school-employee—clearance-letter/> to satisfy this requirement.

- **Master of Education, School Library and Information Technologies**

Students must submit copies of their clearances via US mail to: Ms. Jill Scott, 202 Retan, Mansfield University, Mansfield, PA 16933. If you have any questions, please call (570) 662-4790.

- **Masters of Science in Nursing**

Specific requirements to participate in out-of-class experiences are found in the Graduate Nursing Student Handbook. All information must be submitted to Arlene Brown, 204 Elliott Hall, Mansfield University, Mansfield, PA 16933. If you have any questions, please call (570) 662-4481. Email Arlene Brown at abrown@mansfield.edu for a copy of the Graduate Nursing Student Handbook.

Non-Degree Students

Students not matriculated into a specific graduate program may take up to nine (9) credits in a "non-degree" status. To continue taking graduate courses, they must complete a regular graduate application and be formally admitted to a graduate program or indicate that they wish to remain non-degree for enrichment purposes.

Checklist for Graduation

Submit an Application for Graduation via WebAdvisor no later than one year prior to your intended graduation date.

Graduate students need to purchase academic attire approximately eight weeks prior to graduation. If it is not convenient for you to come to Mansfield to purchase your attire, please contact the Campus Bookstore at (570) 662-4922 (see the Policy Section, Bookstore, Mansfield University).

Graduate Student Advisors

One of the special characteristics of graduate programs at Mansfield University is the importance placed on the advisor-advisee relationship. We regard it as essential that an advisor be assigned when entering a program. There are many opportunities to tailor programs to a graduate student's unique professional goals. The graduate advisor works as a collegial professional mentor with their assigned graduate student. Once enrollment is confirmed, it is the graduate student's responsibility to contact the academic department to be assigned an advisor. For the graduate student's convenience, this information is available on the Graduate Studies website: graduate-studies.mansfield.edu/student-advisors.cfm. Degree seeking graduate students will not be allowed to progress beyond nine (9) graduate credits without being assigned an advisor.

Graduate Assistantships

Graduate assistantships may be available each year to full-time and half-time graduate students. Please contact the Graduate Admissions Office for information regarding possible in-state tuition waivers and stipends. Graduate assistantships provide the graduate student with opportunities for professional, collegial, and academic growth. To this purpose, graduate assistants are assigned to work in an academic or professional area on campus. Awards are assigned on a competitive process. Graduate students should apply for an assistantship by March 15 to be considered for the following academic year (see the website graduate-studies.mansfield.edu/graduate-assistantship/index.cfm for additional information and/or an application).

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Financial Information

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Mansfield University offers quality graduate education at competitive rates. Please contact the Student Accounts Office for information on admission fees and tuition, (570) 662-4888, 224 South Hall, or visit the web at <http://esd.mansfield.edu/student-accounts/>. Independent Study and Individualized Instruction are not considered online courses and are subject to the miscellaneous fee schedule.

Financial Aid Opportunities

Mansfield University participates in the major federal and state financial aid programs. To be considered for financial aid the following points are emphasized:

1. File for financial aid immediately upon confirmed admission to Mansfield University. To apply for aid, file the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.
2. Identify Mansfield University (003324) as an institution of choice on the FAFSA application. If the graduate student doesn't do this, the University will not get the student's financial analysis and will be unable to process any aid.

Unsubsidized Federal Direct Loans are the primary source of available aid. Graduate students may apply for Federal Direct Loans at www.studentloans.gov. Graduate students are no longer eligible for subsidized loans for loan periods beginning on or after 7/1/12.

Alternative loan financing is also available by going to www.elmselect.com. To obtain more information about financial aid and student loan forgiveness programs please visit www.studentaid.ed.gov. For additional information regarding financial aid, please call the Financial Aid Office at (570) 662-4129.

Academic Progress

To retain financial aid eligibility a graduate student must maintain Satisfactory Academic Progress.

Satisfactory Academic Progress Measurement

Qualitative Measure (cumulative Mansfield University GPA):

- Graduate students must achieve at least a 3.0 cumulative GPA.

Quantitative Measure

Completion Rate/Pace: Pace is calculated by dividing cumulative hours the student successfully completed by cumulative hours the student has attempted. This calculation includes all attempted credits, both at Mansfield University and those accepted in transfer; courses for which a student receives academic credit, withdraws, receives incomplete or repeat grades and/or fails are counted in the calculation of the completion rate/pace.

- Graduate students must successfully complete 67% of the total cumulative attempted credits.
- Graduate students may receive aid for all credits attempted up to 150% of the specified number of credits required by their specific degree programs.

Students who change majors are responsible for completing the degree requirements within the timeframe specified above.

Other Fees

Deferred Payment Fee

Students may defer payment up to one-half of the balance due for six weeks after the first day of the semester. The balance due is defined as the total fees for the current semester, less approved financial aid. Nonpayment of the full balance due incurs the \$50 fee.

Late Payment Charge

A Late Payment charge will be assessed if a student's account balance (net of approved financial aid) is not paid in full at the end of the semester deferred payment period (six weeks from the start of the semester). The amount of the Late Payment charge is proportional to the account balance as described in the following table.

Account Balance Due (ABD)	Late Payment Charge
ABD ≤ \$100	\$ 0
\$100 < ABD ≤ \$1000	\$10
\$1,000 < ABD ≤ \$2500	\$25
\$2,500 < ABD ≤ \$5000	\$50

Returned Check Fee

A \$25 fee is charged for each check or e-check returned by the bank for non-sufficient funds (NSF). A \$5 fee is charged for each e-check (electronic check) returned by the bank for invalid account information.

Music Lesson Fee

Graduate Students:

The music lesson fee will be assessed at \$100 per credit for music courses MAP-5500 and above.

Parking Decal Fee

The fee for a valid permit from September through August is as follows:

Commuter Student \$25

Resident Student \$50

Parking permit applications are located at the website <http://mansfield.edu/police/>.

Refunds & Adjustments of Charges

The following information is subject to change without notice (visit the website <http://esd.mansfield.edu/student-accounts/refunds-adjustments/> for details):

Withdrawal From The University (Or All Coursework)

Tuition, housing, community building fee, health fee, activity fee and fitness center fee are adjusted for all students according to the refund schedule. The technology fee is non-refundable.

Dining adjustments are pro-rated on a weekly basis.

First day through drop period	100%
Through Second Week	80%
Through Third Week	60%
Through Fourth Week	50%
Through Fifth Week	40%
Sixth Week	No Refund

For specific dates, refer to the Academic Calendar at <http://www2.mansfield.edu/academic-affairs/academic-calendar.cfm>

Financial Obligation

Failure to meet financial obligation by the due dates may result in future registrations being blocked and transcripts withheld. The minimum amount required to confirm registration is the total charge, LESS financial aid, DIVIDED by two, PLUS any beginning balance. Payment of the minimum amount due will allow the graduate student to defer the remaining balance due for six weeks. Failure to make payment in full by the payment due date will automatically result in the student account incurring a deferred payment fee of \$50. For additional information contact the Student Accounts Office, (570) 662-4888, 224 South Hall.

Tuition Management Services Payment Plans

Mansfield University partners with Tuition Management Services (TMS) to offer students alternative payment plan options. TMS works directly with families allowing students to pay tuition and fees, interest free, for the entire academic year over a ten month period, beginning in June. Simply call (800) 722-4867 or visit <https://www.afford.com/index.htm> for further information. TMS payment plans are not available for summer or winter semesters.

Delinquent Accounts

A graduate student is not permitted to register for course work, receive a diploma, or obtain official transcripts until all overdue accounts have been paid. Delinquent accounts may be assessed collection costs for in-house or collection agency assignment. Students requesting transcripts are encouraged to pay any outstanding balance by money order or cashier's check to avoid a two-week clearing period on personal checks.

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Policies and Information

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Academic Dismissal Policy

A graduate student who receives a grade of F in a course is automatically dismissed from the University. A student whose cumulative GPA (grade point average) is below 3.0 at the end of any semester is placed on academic probation until the GPA rises to a minimum of 3.0. Failure to achieve the minimum GPA within one academic year will result in dismissal from the University. If there is an extraordinary reason for which the student believes he/she should be reinstated, the student may appeal to the Office of the Associate Provost and Dean of Education, Professional & Graduate Studies.

Probationary status does not mean that a student is dismissed from the University. It means that the student is not currently meeting the standards required for graduation and that corrective action is required. A student on probation will receive a letter from the University about the probationary status.

Academic Integrity

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism, is unacceptable. Faculty are expected to instruct students of the University Policies pertaining to academic integrity. Faculty also are responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. The link labeled *Academic Integrity Policy* (see <http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures>) outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty.

Faculty are responsible for informing students of course evaluation criteria, for adherence to the stated criteria, and for determining grades in a fair and equitable manner. If a student alleges that a faculty member has discharged professional duties in an improper, arbitrary, discriminatory, or otherwise unjustified manner, complaints are considered by the procedures outlined in the link labeled *Due Process/Appeals* (see <http://www2.mansfield.edu/academic-affairs/faculty-resources/forms-and-procedures.cfm>).

Academic Standing

Good academic standing at the graduate level is defined as a minimum 3.0 cumulative GPA.

Accreditation

Mansfield University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The professional education unit at Mansfield University (MU) is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as "a professional accrediting body for teacher preparation" (see <http://www.ncate.org/Public/AboutNCATE/tabid/179/Default.aspx>). Selected MU programs that prepare teachers and other educational professionals at the initial or advanced levels are nationally recognized by specialized professional associations (SPAs), which are member organizations of NCATE. For a current listing of specific Mansfield University nationally recognized SPAs, please consult the NCATE listing at http://www.ncate.org/tabid/178/Default.aspx?state=PA@CO_ID=10753. The contact information for NCATE is:

National Council for Accreditation of Teacher Education
2010 Massachusetts Ave NW, Suite 500
Washington, DC 20036
Telephone: (202) 466-7496
Fax: (202) 296-6620
General e-mail: ncate@ncate.org

The Master of Science Nursing program is accredited by the Accrediting Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Suite 5000, Atlanta, GA 30326, (404) 975-5020, www.nlnac.org

The Music Department is an accredited member of the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, (703) 437-0700, www.nasm.arts-accredit.org

ACT 48

ACT 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain active certificates. Pennsylvania certified teachers wishing to use credit course work at Mansfield University to meet the ACT 48 requirement should log on to the following website: <https://www.edulinkinc.com/act48Provider/default.asp> click on the "Professional Educator" link, create an account, enter the course(s) information and submit. Some non-credit courses and workshops offered by Mansfield University may also be eligible for ACT 48 credit. Attendees also should use the Edulink site to submit course completion for Mansfield University approval.

Teachers are responsible for selecting courses pertaining to their areas of certification or teaching assignments. Program advisors are available to assist with this course selection process.

For additional information, contact the Registrar's Office, (570) 662-4874.

Add or Drop a Course

A graduate student may ADD a course during the first seven calendar days of a semester and DROP a course during the first six calendar days of a semester using WebAdvisor. If the course is full or creates a conflict with the graduate student's schedule, they may use an Add card available at the Registrar's Office, 224 South Hall. The class instructor must sign all add cards. For online courses, please contact the instructor to initiate the approval process. The instructor should confirm this approval by forwarding an email to the Registrar's office

Application for Graduation

No later than one year prior to the intended date of graduation, the graduate student should complete an Application for Graduation online via WebAdvisor.

Audit

If a graduate student is interested in auditing a course (participating in a class, but receiving no grade or credit for it), then a completed registration form and audit card for the course work is required. These forms are available at the Registrar's Office (matriculating students). Cost of auditing is \$50 per course. Permission from the instructor must be received to audit any course. Please note that applied courses in Art, Music, Nursing, and School Library and Information Technology (online, laboratory or studio) courses may not be audited. Exceptions to this policy may be petitioned to the appropriate Associate Provost/Dean for review. Audited courses do not count toward graduate requirements.

Bookstore

The Campus Bookstore is operated by College Community Services, Inc. The store is open from 8 AM to 4 PM Monday - Friday and 11 AM to 2 PM on Saturdays during the fall and spring semesters. During the summer sessions, the store is open 8 AM to 4 PM Monday through Friday. Also, during the first week of classes, the store is open extended hours, as posted, to aid students in purchasing textbooks, dorm supplies, health and beauty aids, class supplies, clothing, etc. The bookstore is located on the main floor of the Alumni Hall Student Center. Textbooks are located on the upper level of the store while supplies, clothing, MU logo items, stationary, health and beauty aids, etc., are all found on the lower level. All Graduate students may reserve, purchase or rent textbooks through our website mansfieldbookstore.com. Submit your order securely to us via this web site.

Career Center

The Career Center Mission is to provide students and alumni with exceptional career development opportunities that cultivate leadership tools in preparation for effective, successful, and meaningful life-work.

The Career Center provides students and alumni with a wide range of services, including career exploration and development, career interest inventories, resume and cover letter writing and critique, job search techniques, practice interview sessions, on-campus recruitment interviews and other various professional development opportunities. A career library of websites, printed, and software-based information covering career options, employer organizations, employment trends, internships, job listings, and graduate/professional schools is maintained through the Career Center. Job and internship opportunities are posted electronically through the Career Center via the Mountie Career Connection, an online job board utilized by all 14 PASSHE System University Career Centers. Students and alumni can access this free service at career.mansfield.edu.

The Career Center is located on the Ground Floor of Alumni Hall and may be contacted at (570) 662-4133 or careers@mansfield.edu. For more resources, information about the Career Center and our calendar of events, please visit us online career.mansfield.edu.

Continuing Enrollment Course Procedure

A graduate student not registering for credit bearing course(s), who wishes to remain active in a program, may enroll at no cost in ED-5600 Continuous Enrollment. A maximum of two consecutive semesters of enrollment in ED 5600 is permitted.

Graduate students will be eligible to enroll in the continuous enrollment course during the registration and add/drop periods. Graduate students who fail to enroll will be classified as No Shows or Abandons and will become inactive in the student system. Students in an inactive status must reapply for admission utilizing the online application and if readmitted will be admitted under the current graduate catalog year.

Cost

Tuition and fees are set after the catalog is printed. Most current information can be found on the website at <http://esd.mansfield.edu/student-accounts/>.

Counseling Center

The University Counseling Center provides free counseling services to university students and staff. The Center's primary purpose is to help students and staff grow in a positive and productive direction. The Center assists students and staff in understanding themselves, their feelings and emotions, their personal problem areas, and educational opportunities and

concerns. For additional information, please contact (570) 662-4695, 144 South Hall.

Course Load/Time Limit

A normal academic course load (full-time student) is defined as nine (9) to 15 credit hours a semester. A maximum of 12 credits may be taken during the summer. Students who wish to schedule more than the maximum must submit a petition to the office of the Associate Provost and Dean of Education, Professional & Graduate Studies. The following degree programs, Education, Music, School Library and Information Technology and Special Education, are to be completed within a maximum of seven years. The Master of Science in Nursing has a five-year time limitation.

Culminating Requirements

Each degree requires a culminating experience at the end of the master's degree process (e.g., Capstone Course, Recital, Exhibition, Departmental Paper, Thesis, or Orals). The nature of the final requirement should be discussed with the program advisor early in the graduate program.

Degree Requirements

To graduate from Mansfield University with a master's degree, a graduate student should meet the following requirements:

1. Earn the total number of credits determined by your department (30-36) credits.
2. Earn a minimum 3.0 cumulative grade point average (GPA).
3. Complete ALL course work with a C - grade or better.
4. Satisfactorily complete any capstone course, creative project, research or thesis, comprehensive exam, or graduate music recital required as a culminating project.
5. Submit an Application for Graduation via WebAdvisor no later than one year prior to intended graduation date.
6. Complete any additional requirements necessary because of deficiencies identified in audition or entry, or because the student has chosen to add one or more teaching certifications to the master's degree.

Due Process/Appeals

Procedures can be found at the following link: <http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/>.

Email Accounts

All registered graduate students will receive a Mansfield University email account. Graduate students must use this account when corresponding with University faculty and staff.

Graduate Academic Year Definition

Mansfield University's academic year is a period that contains 30 weeks of instructional time during which a full-time student is expected to complete at least 18 credit hours. The academic year is further described as a Scheduled Academic Year (SAY) that starts at the beginning of fall semester and ends on the last day of the spring semester. The summer sessions are designated as "trailer" terms which follow the SAY. On an individual basis, a student's academic year can be changed to a Borrower-Based Academic Year (BBAY) when determining financial aid eligibility. A BBAY is not fixed period of calendar time; instead the beginning and ending dates depend on the student's enrollment and progress. The BBAY does not end until the student has completed the number of weeks and the number of hours in the academic year.

Grading System

A written syllabus, which includes the criteria for academic evaluation, is provided by instructors prior to the end of the first week of class. Mansfield University uses a 4-point grading scale, as shown below, to evaluate academic performance.

Grades	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

The following designations may be used in addition to the grades shown above:

- AU Audit
- I Incomplete
- S Satisfactory (C- grade or better)
- U Unsatisfactory
- W Withdrawal from a course after the drop period

The cumulative grade point average (GPA) is determined by dividing the total number of quality points earned by the total number of credit hours of work attempted. The cumulative GPA is the index by which a student's academic standing is

judged.

Graduate Courses - What is a Graduate Course?

The following criteria capture features of Mansfield University's graduate courses. These criteria are reflected by course syllabi and course requirements.

1. Course content is offered at advanced levels of depth and understanding.
2. Course topics are supported by a significant body of professional literature and, except in emerging areas of inquiry, include a significant theoretical and research base for course content.
3. Reading and reflection support graduate learning. Therefore, graduate courses include time for graduate students to read course-related materials and to reflect on what they are learning.
4. Graduate students develop professional and scholarly beliefs and opinions that can be articulated and substantiated with support from professional and scientific literature.
5. Courses provide significant opportunities for graduate students to interact with the course instructor and with other graduate students enrolled in the course. In distance education situations, face-to-face interactions between instructor and students are encouraged to the degree that they are possible.
6. Graduate courses at Mansfield University reflect diversity as related to culture, ethnic groups, gender, age and value systems.
7. Graduate courses offered in cross-listed arrangements with undergraduate courses have syllabi and course proposal forms that clearly identify graduate: a) assignments, b) evaluation methods, and c) experiences.

Harassment and Nondiscrimination Policy

It is the policy of Mansfield University to ensure a work, educational and residential environment dedicated to the ideals of equity, justice, and fairness; that is free of unlawful harassment and/or discrimination or the denial of equal employment opportunity because of race, color, religion, disability, ancestry, national origin, age, sex, veteran status, political affiliation or sexual orientation, including sexual harassment. In accordance with state and federal laws including Title VI of the Civil Rights Act of 1964, Section 1604 of Title VII of the Civil Rights Act of 1964, Executive Order 11246 and 11375, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Pennsylvania Human Relations Act and all other applicable legislation, Mansfield University prohibits and will not tolerate unlawful harassment and/or discrimination on the basis of an individual's race, ethnicity, color, religion, sex, sexual orientation, national origin, ancestry, disability, age, veterans status, political affiliation or other factors.

Mansfield University is responsible for educating all of its students, faculty and staff about what constitutes unlawful harassment and discrimination because they diminish the value of human dignity and are contrary to Mansfield's policy of respecting all individuals regardless of belief or status; and what steps will be taken to resolve complaints.

Conduct will be deemed harassing and/or discriminatory in accordance with and as defined in applicable state and federal statutes and case law decisions.

Discrimination - A behavior, action or practice that results in an allegation of different treatment, whether intended or unintended, based on age, color, disability, gender, marital status, national origin, race, religion, sex, sexual orientation, veteran status, political status, or ethnicity. Discrimination may also occur when a requirement, qualification or factor which, taken at face, is not discriminatory on the basis of the protected groups but which results in the exclusion or restriction of a protected group.

Harassment - Behavior intended to harass, annoy, or alarm another person that can include but not be limited to: strikes, shoves, kicks or other forms of physical contact, including threats to do the same; stalking or repeatedly following a person in or about a public place or places; engaging in a course of conduct or repeatedly committing acts that have no legitimate purpose, which harm or seriously annoy another person.

Racial Harassment - Verbal or physical conduct that is directed at an individual because of his/her race, color, national origin, ancestry or ethnicity, that is sufficiently severe or pervasive and has the effect of creating an intimidating, hostile or offensive work or educational environment, which unreasonably interferes with work or educational performance, or negatively affects an individual's employment or educational opportunities.

Disability Harassment - Verbal or physical conduct that is directed at an individual because of his/her disabling mental or physical condition that is sufficiently severe or pervasive and has the effect of creating an intimidating, hostile or offensive work or educational environment, which unreasonably interferes with work or educational performance, or negatively affects an individual's employment or educational opportunities. Section 504 of the Rehabilitation Act of 1973 provides that "no otherwise qualified individual with a disability shall, solely by reason of her/his disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal assistance." Mansfield University is committed to making reasonable accommodations so that students with disabilities are able to fulfill academic requirements.

Sexual Harassment - Unwelcome gender related behavior, including unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either by an explicit or implicit term or condition of an individual's employment or education; submission to, or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individuals; or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or of creating an intimidating, hostile or offensive working, education or living environment. The U. S. Department of Education Office for Civil Rights further defines sexual harassment as verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient of federal funds that denies, limits, provides different conditions or provision of aid, benefits, services, or treatment protected under Title IX.

Assistance in implementation, dissemination and explanation of this policy may be obtained by contacting the university's Social Equity and Multicultural Affairs Officer, Alumni Hall Room 106/107, (570) 662-4071.

Human Subject Research Policy

Research projects undertaken by Mansfield University students, staff, or faculty members must be approved prior to involvement of human subjects and the initiation of research project. The review process is intended for the protection of the human subjects and shall be the sole focus of the review.

The Mansfield University Institutional Review Board (IRB) is the final authority in determining approvals of human subjects research. To request a review of research, contact the department chairperson for a copy of the guidelines, application form, and a sample informed consent form. Submit two copies of the Request for Review of Research form and one copy of the Informed Consent form to the department chair. Depending on the nature of the research, and potential risks to subjects, the department will undertake a departmental review of the application, or forward it to the IRB Chairperson for Board review.

Copies of the IRB guidelines and forms are also available at the university web site: <http://mansfield.edu/grants-development> or by contacting Dr. Francis Craig, Chairperson of the IRB, South Hall. Persons undertaking human subjects research should plan to submit their applications at least 3-4 weeks prior to the proposed research project start date.

Hybrid Courses

A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and subsequently the amount of classroom time is reduced. A course which is largely classroom based may include a combination of online or web-based components and requirements in addition to the classroom experience.

Identification Cards (One Card)

A university identification card that contains a photo (also known as "One Card") is issued to students, faculty, and staff. All on campus graduate students must have a MU One Card. A One Card is available at the CCSI office (College Community Services, Inc.), at 203 Alumni Student Center. Regular office hours are Monday - Friday from 8 a.m. - 4 p.m. Extended hours are available during the first two weeks of classes but vary each semester, therefore please contact the CCSI office at (570) 662-4929 for specific information.

The One Card enables the user to check out library materials and receive discounts on many cultural and entertainment productions. In addition, the card may be used for public printers and copy machines at various locations on campus, athletic events, and various campus activities. The student One Card must be carried at all times and shown to authorized personnel upon request. The One Card also serves as a meal card and can be used as a cash debit card with Mountie Money and Flex accounts. The cost of the One card is \$5 for new students. Replacement cards are \$15.

Graduate students taking only online courses and wishing to access the North Hall Library resources and materials remotely, will need their student ID number as well as an 18-digit library barcode number. This 18-digit number can be found on your My Accounts page. It can also be found by going to the following weblink <http://lib.mansfield.edu/cfm/idlookup1.cfm>. However, if it is your intention to physically sign out materials from our library, you must have a student ID card. Online graduate students may receive an actual One card by submitting a picture (equivalent to a passport/driver's license photo) and a front/back copy of an official government ID (i.e., driver's license, military ID), along with \$5.00, to the office of One Card Administration, 136 Alumni Hall. For questions, please call 570-662-4074 or email onecard@mansfield.edu.

Incomplete (I)

A grade of I is used to denote unfinished course work because of serious mitigating circumstances beyond the student's control. It is a privilege granted because of circumstances, not a right to be expected by the student.

The I grade is submitted by professors at their discretion on the grade report form at the end of the semester. The professor and the student will identify the specific requirements to be satisfied in order to convert the I to a letter grade. The student is responsible for the removal of an I grade by the end of the fourth week of the subsequent semester except in cases where serious circumstances prevail and a request for an extension is made by the faculty member to the Registrar's Office. If the incomplete grade is not cleared within the allotted time period, a final grade of "F" is recorded.

Independent Study

Independent study is available in each curricular field on a restricted basis. The appropriate curricular prefix precedes the course number 5597, and the credit hours vary from one to three. Independent study may be repeated for more than three credit hours total, but each independent study project may be for no more than three credit hours. Independent study is an activity initiated by the graduate student to increase already advanced knowledge in a particular academic discipline. The subject is examined in an intensive manner with guidance by a faculty member who has special expertise in that field.

To request approval for an independent study, prepare a contract (available online at <http://esd.mansfield.edu/registrar/forms/>) which then must be completed and approved by the faculty director, department chairperson and Associate Provost and Dean of Education, Professional & Graduate Studies. A request for independent study must be completed prior to the start of the semester or summer session for which the independent study is sought. Independent studies will be approved only where there is sufficient evidence that the study will advance the student's scholarly or professional development.

All requests for independent study should be accompanied by an appropriate and scholarly proposal that has been carefully reviewed by the student and the faculty director who will supervise the independent study. The proposal should include a plan of activities to be undertaken, the "products" to be expected from the study (for example, a paper, a performance, a research report, or presentation to a departmental symposium), a timetable for the study and an estimate of the amount of effort that will be applied to the study so that the appropriate amount of credit can be assessed. Only in rare instances would more than two independent study proposals be approved as part of a graduate student's curriculum.

Individualized Instruction

Individualized instruction is available on a restricted basis. Ordinarily permission to take a course by individualized instruction is reserved for graduate students who are close to graduation and who have not been able to meet a degree requirement either because the course has not been available or because of some other mitigating circumstance. A graduate student's decision to move from the Mansfield area or a conflict with another obligation, such as a job, would not normally be sufficient to justify an individualized instruction. A call to military service or a serious extended illness, on the other hand, may be viewed as sufficient mitigating circumstances. An individualized instruction would not normally be approved if there is evidence that a graduate student delayed taking a course or dropped a course earlier in their academic career and did not make a clear attempt to complete it as part of a regular schedule. In instances where there are repeated requests from a department to offer a course via individualized instruction, it would be advisable for the department to reassess their ability to support the curriculum.

A request for a course by individualized instruction (available online at <http://esd.mansfield.edu/registrar/forms/>), must be completed and approved by the faculty director, department chairperson, and the Associate Provost and Dean of Education, Professional & Graduate Studies. A request for individualized instruction must be completed prior to the start of the semester or summer session for which the Individualized Instruction is sought. Requests for individualized instruction should be accompanied by a detailed justification and explanation of the mitigating circumstances that require the course to be taken in this manner, a current course syllabus that outlines the material to be covered, a timetable for the instruction, and the means of assessment that will be applied to determine the grade assigned.

International Studies

Many opportunities are available for international students at Mansfield University. International students accepted to Mansfield University are automatically considered for scholarships based on their academic achievement. An international graduate student not meeting the admission requirements below, must contact the Graduate Admissions Office <http://admissions.mansfield.edu/more/international-students/> to explore provisional admission.

International Requirements for Admission

Applicants are required to send official certified copies of all academic records by postal mail to the International Admissions Coordinator in the Office of Admissions. When possible, records should be sent directly from the academic institution attended and contained in a sealed envelope.

Applicants from countries where English is not the official language are required to submit official results of the Test of English as a Foreign Language (TOEFL) Examination, the International Language Testing System (IELTS) exam, or the Scholastic Aptitude Test (SAT). Applicants from countries where English is the official language must submit the Scholastic Aptitude Test (SAT). A TOEFL score of 75 on the internet-based exam, 500 on the printed exam, or 6.0 on the IELTS exam indicate sufficient English proficiency. English as a Second Language (ESL) classes are available for applicants who are not fully proficient in English.

International Admissions Process

Applicants are encouraged to submit applications and all required documentation at least three (3) months prior to the desired start date. This allows adequate time for processing the application and academic documents by the scholarship committee. All applications/forms are available at <http://admissions.mansfield.edu/more/international-students/>.

Complete these steps:

1. General Application (online)
2. Financial Aid Application (online)
3. Financial Statement (print & mail)

Passport:

1. Include a copy of passport ID pages. Your passport must be valid for at least six months after you enter the United States on your student visa.

Letters of Recommendation:

1. In addition to the general application requirements, including undergraduate and graduate transcript evaluations, graduate applicants must submit two letters of recommendation.

International Transfer Students

International students who wish to transfer credit to Mansfield University are required to have all transcripts evaluated by a service such as World Academic Research Center <http://www.foreigndegrees.com/> or World Education Services <http://www.wes.org/application/>. Credit cannot be awarded unless an evaluation service is used.

Library

Mansfield University provides information resources both virtually (see Library Website) and in the historic and elegant 19th century setting of North Hall. Our quality resources provide students access to information from around the world. Most of our resources are accessible regardless of your physical location.

The Library is located on the first four floors of North Hall and has several special features to promote the efficient use of information in both printed and electronic forms. The Library has been designed to highlight traditional subject strengths such as those for music and education and also to provide immediate access to electronic information via extensive computer networking. If students need help using the resources housed in the Library, there are several service points with the most comprehensive one being the Information Desk on the second floor, north wing. The personnel who staff this area will be able to help with traditional reference questions on how to use printed and electronic resources and will also provide advice on equipment problems. Other more specialized service sites are: 1) the Circulation Desk in the entrance lobby which includes the printed reserve collection, laptops and other multimedia materials and reserves are located here as well, and 2) the Microfilms/Periodicals Desk in the atrium on the third floor. Printed brochures available throughout the Library provide answers to commonly asked questions about library resources and services.

A wide range of resources and services are available to support teaching, learning, and research for on-campus students and for distance education. Detailed information about the libraries' collections and services is available through the home page at <http://lib.mansfield.edu/> and more specifically <http://mansfield.libguides.com/distance> for our online population. Another important contact point is the Information Desk (Reference) *Ask a Librarian* or libref@mansfield.edu. Distance Education students will be mailed their library access bar code or may find this code at <http://lib.mansfield.edu/faq/library-id-number-lookup/>.

Library Policies

1. A Mansfield University ID card is necessary each time materials are checked out including library use only reserve items. ID cards and circulation privileges are not transferable and are intended for use only by the person in whose name the card was issued. A lost or stolen ID card should be reported immediately at the Circulation Desk.
2. General circulating materials such as books, curriculum guides, government documents, pictures, and textbooks circulate for a four-week period for students (2-week grace period). Other item loan types include:
 - a. Bestsellers - two weeks (1-week grace period)
 - b. Laptop Computers - library use only
 - c. Media Materials - audio and videocassettes, phono discs, compact discs, and audio and video cassette players - one week (no grace period)
 - d. Reserve Materials - loan periods are assigned by the professor and are as follows: library use only, one day, three days, or one week. The Library is now offering electronic reserves so you may access the materials from outside the library and from off campus. Please check with your instructor or the Circulation Desk personnel to determine if the materials you need are available electronically if you cannot verify it yourself.
3. Most items may be renewed in person (please no telephone calls) unless reserved for another patron. Renewals may be made without having the materials present if the patron has a Mansfield University ID card. Patrons also can renew library materials online. (See the Library home page for information on how renew online).
4. A patron may place a hold on any item that is in circulation except for course reserves. When the item is available, the requestor will be notified and the item will be held at the Circulation Desk for one week.
5. After an item has been in circulation for two weeks, it may be recalled at the request of another patron. The recall notice will allow one week for the return of an item to the Library. Items needed for course reserve will be recalled by the Library immediately.
6. All materials should be returned to the Circulation Desk. When the Library is closed, books may be deposited in the book return located on the east wall, right of the front entrance. Please do not place media materials in the book return as these materials are easily damaged.
7. A reminder listing overdue items may be sent to the patron when items are not returned by the due date. Library patrons who return all the listed items within the grace period will not be subject to overdue fines.
8. General circulating items not returned by the end of the grace period are assessed a fine of \$0.25 per day from the due date. Overdue reserve materials will incur an immediate fine of \$2 per day. Certain types of materials will have higher fines. All media materials except reserves and laptops circulate for one week with no grace period. Fines: cassettes, compact data discs, compact discs, diskettes, kits, overlays, phono disks, models, slides, tests, videocassettes - \$0.25 per day; video players - \$10 per day. Fines and Fees are subject to change - please see Library Website.
9. All patrons are responsible for replacement fees for lost or non-returned items. Charges will be based on an average price for the item plus a \$10 processing fee. Refunds for materials returned to the Library after replacement charges have been paid are given only if the item has not been replaced or withdrawn from the collection. Fines and Fees are subject to change - please see the Library Website.

10. Unpaid fines or an excessive number of overdue will result in a loss of borrowing privileges. Unresolved charges will be turned over to the Revenue Office for collection resulting in a block on future class registrations and transcript requests.

11. The Library uses an electronic security system, which detects any materials that are not checked out. Individuals who attempt to leave the Library with materials that have not been checked out from the Library are automatically referred to the University Police.

12. Please refer to <http://mansfield.libguides.com/content.php?pid=269190&sid=2221928> Library Information, for a more detailed list of Library Operations and Policies/Guidelines as changes occur.

Food, beverage, and tobacco products may not be used in the Library.

The Marcellus Institute at Mansfield University

The Marcellus Institute at Mansfield University is an Academy/Shale Gas Partnership that coordinates educational initiatives to provide active leadership on opportunities and issues relating to the development of shale gas resources in our region. The Marcellus Institute at Mansfield University develops shale-gas-focused outreach programs, workforce training, research efforts, and private/public partnerships to maximize opportunities and benefits for students, alumni, and surrounding communities. Through the creation of targeted continuing education and certification programs, The Marcellus Institute at Mansfield University assists industry partners with the development and maintenance of a well-qualified workforce in the region. Additionally, diverse topics related to the shale gas production are addressed through community education, outreach, and research efforts sponsored by The Marcellus Institute at Mansfield University. For more information or program offerings, please visit the website at <http://mansfield.edu/marcellus-institute/> or contact The Marcellus Institute Director, Lindsey Sikorski, at lsikorsk@mansfield.edu or (570)662-4808.

MU Center for Entrepreneurial Leadership (MCEL)

The Center for Entrepreneurial Leadership (MCEL) provides non-credit experiences and learning opportunities to students and community members interested in new venture creation. MCEL produces a series of events including lectures, workshops, meetings with area entrepreneurs, and projects designed to encourage entrepreneurial knowledge and action. Working closely with the Collegiate Entrepreneurs Organization of Mansfield, MCEL provides opportunities for students to learn how to start a new business venture and participate in business plan competitions.

Online Courses/Programs

Mansfield University also offers the convenience and flexibility of taking online courses/programs at the undergraduate and graduate level. To learn more about online courses, visit our website at <http://online.mansfield.edu>.

Some individual online courses may require synchronous discussion boards and synchronous assignments. Times for such online activities will be clearly identified in the semester scheduled. This information can be found under the Course Section information in [WebAdvisor](#).

Students registered for an online course should visit the website <http://online.mansfield.edu> for critical information, resources available, and directions relative to responsibilities in taking a course online at Mansfield University.

Prospective Students

Due to new federal regulation, all universities offering distance education in states other than their own must receive authorization from those states to do so. Mansfield is applying for necessary state authorizations. If you are considering an online academic program that will lead to a professional license in your state, it is highly recommended that you seek guidance from the appropriate licensing agency in your home state before beginning a program at Mansfield University. For more information, visit our website at online.mansfield.edu

Online @ Mansfield University Complaint Process

Recent federal legislation (Higher Education Opportunity Act of 2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. One important item relates to student complaints. Mansfield University strives to serve its students fairly and equitably. If, however, a student has a complaint, we have the following process in place to assist the student in resolving the complaint.

Mansfield University encourages all students regardless of their residency, to FIRST initiate an attempt for resolution by following Mansfield University's [Academic Standards: Due Process/Complaints](#). If an issue cannot be resolved by this internal process, a complaint may be filed with the Pennsylvania of Higher Education. Students located outside Pennsylvania may also choose to file a complaint with the appropriate agency in your state of residence. A list of the appropriate agencies is maintained by the [State Higher Education Executive Officers \(SHEEO\)](#).

Online Non-Credit Courses

Mansfield University now offers Non-Credit courses online through ed2go. These programs are asynchronous web-based courses which means that there is no commuting to classrooms, and students participate in the class when it is convenient for them.

Career Training Programs offer coursework in a specific field of study. Following the completion of select programs, participants are prepared and eligible to sit for professional certification exams. The eLearning Center provides participants the ability to develop a specific skill or competency through Non-Credit courses to further a student's personal or

professional development. Ed2go also offers six week online short courses which are facilitated by instructors.

Please visit the website at <http://online.mansfield.edu> to browse a complete list of courses which are available online.

Petition

- *Program Variance*

Under special circumstances, curriculum requirements may be modified. A department chairperson may substitute or waive course requirements by informing the Registrar's Office in writing of the requested program change. Graduate students may petition the Associate Provost and Dean of Education, Professional & Graduate Studies for other program variances.

- *Waiver of University Policies or Regulations*

For exceptions of University policy, students may petition the office of the Associate Provost and Dean of Education, Professional & Graduate Studies. Graduate students should contact the program advisor for assistance in preparation of a petition. Petitions are available online at <http://registrar.mansfield.edu/>.

Repeating a Course Policy

Students are limited to a total of two course repeats with a limit of one repeat for any specific course. The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation. Previous grades for repeated courses will appear on the transcript. If a student intends to repeat a course, they must complete the repeat a course form available online at <http://esd.mansfield.edu/registrar/forms/>.

Residency

A graduate student, is classified as a Pennsylvania resident for tuition purposes if she/he has a Pennsylvania domicile. Domicile is the place where the graduate student intends to and does permanently reside. Because the determination of whether a graduate student intends to reside indefinitely in Pennsylvania is subjective, documentary evidence, statements from disinterested persons, and the presumptions set forth below are considered:

1. Continuous residence in Pennsylvania for a period of 12 months prior to registration as a graduate student at an institution of higher education in Pennsylvania creates a presumption of domicile. A graduate student is presumed not to be a domiciliary if she/he has resided for a shorter period before attending an institution of higher education, but the graduate student may rebut this presumption by clear and convincing evidence.

2. Graduate students who are not United States citizens and have non-immigrant visas or lack a visa are presumed not to be domiciled in Pennsylvania, but may rebut this presumption by clear and convincing evidence.

3. It is presumed a minor will have the domicile of the parent(s) or guardian(s). The age of majority for establishing a domicile for tuition purposes is 22. However, a minor may prove financial emancipation and thereby prove Pennsylvania domicile through clear and convincing evidence.

4. A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as the declared legal residence shall be presumed to have a Pennsylvania domicile. Nonresidents stationed in Pennsylvania for military service shall be deemed Pennsylvania residents.

5. A graduate student receiving a scholarship, loan or grant, dependent upon maintaining domicile in a state other than Pennsylvania, is presumed to be domiciled in the state from which financial aid is received.

A graduate student may challenge her/his residence classification by submitting a written appeal to the controller. If the graduate student is not satisfied, the decision may be appealed in writing to the Office of the Chancellor, State System of Higher Education, within 30 days. The decision of the Chancellor is considered final. The effective date of any reclassification, resulting from the student's challenge, is determined by the controller based on when the petition was filed. A graduate student who changes domicile from Pennsylvania to another state must promptly give written notice to the university.

For additional information on determining residency status and procedures, please visit the website www2.mansfield.edu/controller/residency.cfm.

Summer School

The Summer School program is designed to meet the needs of a variety of students. A wide range of educational opportunities include credit courses for undergraduate, non-degree and graduate students as well as workshops, Act 48, travel abroad credit and non-credit courses, and seminars in the liberal arts, teacher education, and other fields of study. Summer courses include a vast array of online courses as well as traditional in-classroom experiences. Graduate students can visit the website at <http://mansfield.edu/summer/> to view online and on campus courses.

Continuing university students, including new students, who wish to accelerate their program of study will find both general education and other courses in a variety of academic disciplines. Students from other colleges and universities may take courses through Mansfield University. Students are advised to first ensure that the home institution will transfer credits earned.

Teachers and graduate students will find courses in the summer program to serve a variety of needs. Students may enroll to complete requirements for permanent certification, take refresher courses in a field of specialization, earn certification in a new field, or take academic coursework to meet ACT 48 requirements.

The policy regarding the number of credits for which a student may register during the summer sessions at Mansfield University is as follows: Students may not take more than six credits during either session (SU or SF), or more than 12 credits across the summer without the approval of the Associate Provost and Dean for Education, Professional & Graduate Studies or the Associate Provost and Dean of Arts & Sciences. The Registrar's Office will monitor the number of credits registered to enforce this policy. The student will be contacted to rearrange the summer schedule.

Teacher Certification Programs

The Teacher Education Unit prepares caring, knowledgeable, and effective elementary, secondary, music, art, and special education teachers, as well as reading specialists and school librarians. The Unit expects candidates and graduates to adhere to the Pennsylvania Code of Professional Practice and Conduct. Mansfield University teacher education programs have been approved by the Pennsylvania Department of Education under Chapter 354 and Chapter 49 regulations. Programs within the Unit are nationally recognized by many different professional organizations.

Two added certification degrees are offered on the graduate level through the Education and Special Education Department — Master of Education, Special Education Certification Concentration and Master of Science, Education with Reading Specialist Concentration. An advanced, added certification degree for students seeking Pennsylvania K-12 certification as school librarians is offered through the School Library and Information Technologies Department. The Education and Special Education Department offers courses that lead to initial certification on the undergraduate level only (see Undergraduate catalog <http://catalog.mansfield.edu/>).

The Teacher Education Unit is responsible for all teacher certification programs at Mansfield University regardless of the department that houses the program. The Unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) at both the initial and advanced levels. The Teacher Education Unit's theme is "Teacher as Reflective Decision Maker." Reflective decision making requires thinking skills and dispositions. The conceptual framework for initial programs incorporates Charlotte Danielson's (2009) Framework for Effective Teaching. This framework centers on four domains or areas of teaching responsibility: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. In advanced level programs, graduate students gain specialized knowledge, skills, and dispositions that build upon the professional foundations and abilities that were developed in the initial teacher preparation programs. Advanced programs are designed to meet the standards of state, national, and international professional associations.

The Teacher Education Unit Mission

It is the primary mission of the teacher education unit at Mansfield University to prepare educators to serve the region, the Commonwealth, and the nation. Our graduates will be able to make reflective decisions that are grounded in accepted theory, research, and practice. These decisions will enable the teacher to adapt instruction to individual student differences and to changing conditions within schools and society.

Transcript Requests

Official transcripts of courses taken at Mansfield University are prepared by the Registrar's Office and issued according to the following policies:

1. Students' records are confidential. Transcripts, therefore, are issued only at the written request of the student. Requests by telephone are not accepted.
2. Transcripts can be requested at iwantmytranscript.com/mansfield
3. No transcript is issued to or for a student who is indebted to the university until the debt has been paid in full.
4. Official transcripts of credit (s) earned at other institutions that have been presented for admission and evaluation become part of the graduate student's permanent record in the Registrar's Office and cannot be reissued or copied for distribution.
5. Official transcripts issued directly to the graduate student will only be released in a signed, sealed, embossed envelope. The envelope will bear the statement that if opened the transcript should be considered unofficial and the integrity of the document is not guaranteed by Mansfield University.
6. Unofficial transcripts (student copy) contain the same information as an official, but do not bear the authorized signature or seal of the university.
7. There is an \$8.00 transcript fee.

Transferring Credits

Mansfield University may accept a maximum of six (6) credit hours in transfer from a regionally accredited college/university if the courses:

1. would have been counted toward a graduate degree from the sponsoring institution.
2. are appropriate at Mansfield University as determined by the department offering the degree program and the grades are B or better (if the previous school awarded a "P" grade, and this is verified as equal to a B or better, then it will be accepted).
3. were taken within a seven year (five year for The School Library and Information Technologies and Nursing programs) time period prior to admission.
4. are included on an official graduate transcript received by Mansfield University.

A graduate student should contact the program advisor to determine whether or not the transfer credit will meet program requirements.

A "Request to Transfer Graduate Credit(s)" form can be obtained online at <http://admissions.mansfield.edu/media/files/Request%20to%20transfer%20graduate%20credit%28s%29.pdf>.

The University Calendar

The regular academic calendar consists of a fall semester that ends before Christmas and a spring semester that ends in early May. Mansfield University also offers two summer sessions from May to August. Winter session is scheduled from December 17, 2013 through January 13, 2014.

Withdrawal from a Course

After the drop period, students may withdraw from a semester course until 4 p.m. on the Friday of the tenth week of classes. For summer withdrawal dates, please refer to the Registrar's Office website. Graduate students must complete a course withdrawal form and have it signed by the course instructor. Once the form has the required signature, the form should be submitted to the Registrar's office. A "W" will be recorded in the permanent record and will not be included when calculating the grade point average (GPA). A graduate student who withdraws from all courses is automatically withdrawn from the University.

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Programs

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Graduate

- [Education, Master of Science](#)
- [Music, Master of Arts](#)
- [Nursing, Master of Science in Nursing](#)
- [Organizational Leadership, Master of Arts](#)
- [School Library and Information Technologies, Letter of Completion - Technologies for Digital Literacy](#)
- [School Library and Information Technologies, Master of Education](#)
- [Special Education, Master of Education](#)

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Education, Master of Science

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*Offered by the Education and Special Education Department
Dr. Kathleen Carico, Chairperson
Retan Center 207D, (570) 662-4562, e-mail kcarico@mansfield.edu*

The Education and Special Education Department offers a degree in Master of Science (M.S.), Education, with two concentrations: Reading Specialist Added Certification K-12 and Teaching Children's Literature P-12. The M.S. is chosen by those graduate students pursuing a master's degree with secondary emphasis or by those pursuing a master's degree with a K-12 emphasis. The minimum number of credit hours required for this degree is 33 (or 36 if the thesis option is completed).

Teaching requires knowledgeable, creative, and committed professionals who make informed decisions on behalf of their students. Through advanced studies in education, Master of Science, Education graduate students become more knowledgeable, skilled and confident teacher leaders. They also learn to collaborate with colleagues, to be lifelong learners, and to lead by example. Courses and research experiences in the graduate program are designed to prepare reflective teacher leaders. These programs are also designed to develop advanced knowledge in research, curriculum, supervision, and adaptive strategies meeting the needs of all learners.

Selected MU programs that prepare teachers and other educational professionals at the initial or advanced levels are nationally recognized by specialized professional associations (SPAs), which are member organizations of NCATE. For a current listing of specific Mansfield University nationally recognized SPAs, please consult the NCATE listing at <http://www.ncate.org/>. The contact information for NCATE is:

National Council for Accreditation of Teacher Education
2010 Massachusetts Ave NW, Suite 500
Washington, DC 20036
Telephone: (202) 466-7496
Fax: (202) 296-6620
General e-mail: ncate@ncate.org

Mission

The mission of the M.S., Education Degree Program is to prepare teacher leaders who use their advanced scholarship related to knowledge of students, content, pedagogy, resources, and culture to design effective classroom instruction and to influence the culture and opportunities for children in their respective schools and districts.

Vision

Graduates with a Master of Science in Education degree will be identified as leaders in their schools, districts, and professional organizations as a result of their lifelong dedication to improve education for children.

Values

Graduate program faculty in the M.S., Education Degree Program are committed to the following:

- Curricula of rigor and relevance through a model of continuous reflection, assessment, and collaboration
- Standards of professional growth and performance that challenge faculty to maintain the highest quality of teaching and that challenge students to a life of scholarship, leadership, and continuous professional growth
- Support of student learning through equitable, caring, and stimulating professional relationships
- Development of students' leadership skills to ensure that their respective schools follow best practice in using evidence-based instruction

Student Learning Outcomes for Master of Science, Education Degree Program

After completion of this degree, students will be able to:

- Use their advanced knowledge to enhance instruction, design effective assessment, and improve student learning for children in a variety of settings.
- Develop and nurture collaborations with professional communities and participate in professional organizations to continue growth and enhance professional effectiveness in ever-broadening educational and community settings.
- Draw on advanced knowledge of and collaborations with local communities to ensure an equitable, safe, effective learning environment for children and to interact with students and families in culturally responsive ways.
- Communicate professional and curricular decisions confidently and effectively, both orally and in writing, to students, parents, administrators, school board officials, and other important stakeholders.

The following two concentrations are available in the Master of Science, Education Degree Program:

Reading Specialist Added Certification K-12 Concentration

Coordinator, Dr. Nanci Werner-Burke
Retan Center, (570) 662-4577

Mansfield University offers a 33 credit hour sequence of courses leading to a master's degree with recommendation to the Commonwealth of Pennsylvania for K-12 added certification as a reading specialist. To be admitted to the concentration, applicants must hold some other current teaching certificate (e.g., elementary, secondary, special education, etc.) and have completed an initial preparation program that included at least 12 weeks of full-time student teaching. Successful completion of the certification requires candidates to complete all required courses in the graduate program and pass the state-mandated Praxis reading specialist test. It may be possible to transfer a maximum of six credit hours of approved course work into the concentration. At the completion of this concentration, students will be eligible for recommendation for certification as Reading Specialists.

Reading specialists perform a wide variety of roles encompassing assessment, instruction, and leadership. Reading specialists work as diagnostic-prescriptive teachers, offer in-classroom assistance for readers experiencing difficulties, and serve as reading/literacy coaches for members of school faculties.

The Mansfield University Reading Specialist concentration is nationally recognized by the International Reading Association (IRA) as an advanced preparation program and is designed around the 2010 IRA Standards for Reading Professionals. <http://www.reading.org/>.

Headquarters

International Reading Association
800 Barksdale Road
P O Box 8139
Newark, DE 19714-8139
Phone: (800) 336-7323 (U.S. and Canada) (302) 731-1600 (elsewhere)
Fax: (302) 731-1057
Email: customerservice@reading.org

Mission

The mission of the Reading Specialist graduate concentration at Mansfield University is to prepare reading specialists/literacy coaches who are able to effectively and responsibly:

- Select, provide, implement, and interpret literacy assessments and use this data to design fair, engaging, and appropriate instruction and instructional experiences for students, K-12, in a variety of contexts and formats.
- Provide literacy leadership beyond the level of the classroom by working with teachers, support personnel, administrators, and the community to further develop and evaluate the school or district K-12 literacy and professional development programs.

Student Learning Outcomes, Reading Specialist Concentration*

1. Foundational Knowledge
 - Candidates will demonstrate knowledge and understanding of the theoretical and evidence-based foundations of reading and writing processes and instruction, as well as the dispositions and skills needed to apply them to effective teaching and learning.
2. Curriculum and Instruction
 - Candidates will use research and knowledge of best practices to critically select instructional approaches and materials. They will demonstrate the ability to lead collaborative school efforts to evaluate, select and use a variety of instructional materials to meet the specific needs, and abilities of all learners.
3. Assessment and Evaluation
 - Candidates will be knowledgeable about all aspects of assessment as related to the different facets of development and literacy. They will demonstrate the ability to critically evaluate, select, create, implement, score, and interpret the results from a variety of assessment tools and practices to plan and evaluate effective literacy-based instruction for individuals and in school systems.
4. Diversity
 - Candidates will increasingly recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write, and use this awareness and disposition as a guiding force in their curricular and instructional decisions. They will work within the school system and reach out to parents and the community to develop and implement strategies to advocate for equity.
5. Literate Environment
 - Candidates will create a literate environment that fosters reading and writing by integrating foundational knowledge, instruction practices, approaches and methods, curriculum materials, and the appropriate use of assessments. They will purposefully structure the physical and social environment for optimal learning and will be able to articulate the reasoning behind the routines and differentiation strategies they choose.
6. Professional Learning and Leadership

- Candidates will recognize the importance of professional learning and leadership as a career-long effort and responsibility and demonstrate positive behaviors toward their own literacy growth. They will apply foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture, to progressively influence local, state, or national policy decisions.

* These outcomes are based on the "Standards for Reading Professionals" (2010) issued by the International Reading Association. <http://www.reading.org/>.

Reading Specialist Concentration Required Courses

- [ELE 5523 - Foundations of Reading Instruction](#)

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ELE 5523 - Foundations of Reading Instruction

Theories of reading development; approaches to reading instruction; effective classroom organizations and practices; emergent literacy; content area reading; developing word identification and comprehension strategies; integrated language arts and literature in teaching reading.

Credits: 3 SH

- [ELE 5524 - Diagnosis of Reading Difficulties](#)

[]

ELE 5524 - Diagnosis of Reading Difficulties

Identifying reasons for reading failure; characteristics, advantages, and shortcomings of formal and informal assessments; naturalistic assessment techniques; selecting appropriate assessments for individual students; communicating with parents; professional roles of the reading specialist.

Credits: 3 SH

- [ELE 5528 - Developmental and Remedial Reading in the Middle and Secondary School](#)

[]

ELE 5528 - Developmental and Remedial Reading in the Middle and Secondary School

Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.

Credits: 3 SH

- [ELE 5529 - Remediation of Reading Difficulties](#)

[]

ELE 5529 - Remediation of Reading Difficulties

Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

Credits: 3 SH

- [ELE 5530 - Reading and Study Practicum \(Elementary\)](#)

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ELE 5530 - Reading and Study Practicum (Elementary)

Culminating supervised practicum experience in the reading specialist certification program. Assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

Credits: 3 SH

- [ELE 5531 - Reading and Study Practicum \(Middle and Secondary School Students\)](#)

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ELE 5531 - Reading and Study Practicum (Middle and Secondary School Students)

Culminating supervised practicum experience in the reading specialist certification program; assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

Prerequisites & Notes

At least 3 of the following courses: ELE 5523, ELE 5524, ELE 5528, ELE 5529; ELE 5530 and ELE 5531 are offered in even numbered summers only and must be taken in the same summer; ELE 5530 and ELE 5531 cannot be transferred from another college or university.

Credits: 3 SH

- [ED 5553 - Applications in Literacy Coaching](#) OR

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ED 5553 - Applications in Literacy Coaching

Field-based literacy coaching for certified reading specialists. Emphasis on needs-analysis and effective and collaborative professional development in literacy-related pedagogy in the school setting.

Prerequisites & Notes

Reading Specialist certification.

Credits: 3 SH Dual Listed: ELE 5553.

- [ELE 5553 - Applications in Literacy Coaching](#)

[]

ELE 5553 - Applications in Literacy Coaching

Field-based literacy coaching for certified reading specialists. Emphasis on needs-analysis and effective and collaborative professional development in literacy-related pedagogy in the school setting.

Prerequisites & Notes

Prerequisite: Reading Specialist certification.

Credits: 3 SH Dual Listed: ED 5553.

- [SPE 5501 - Educating Children with Exceptional Learning Needs](#)

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SPE 5501 - Educating Children with Exceptional Learning Needs

This course identifies the history and foundation of special education. Graduate students will develop a working knowledge of the characteristics, prevalence's, causes, effective interventions and family concerns of IDEA eligible categories of disabilities and gifted.

Credits: 3 SH

- [SPE 5530 - Diverse Cultural and Linguistic Learners](#)

[]

SPE 5530 - Diverse Cultural and Linguistic Learners

This course addresses the social, economic, political, ethnic and linguistic characteristics of individual with exceptional learning needs. Graduates will examine current issues, strategies methodologies that impact individuals in their schools and communities. Culturally relevant materials and techniques will be researched and developed.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

- [SPE 5542 - Assessment and Behavior Management](#)

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SPE 5542 - Assessment and Behavior Management

An investigation of the principals of behavior theory for classroom teaching techniques, particularly with children with disabilities. General and specific methods for generating, strengthening and maintaining desirable behaviors will be stressed. Conditioning of both academic skills and non academic behaviors on an individual and group basis will be considered. Functional Behavior Assessment will be introduced in order to facilitate positive behavior support methods. Direct experience in modifying the behavior of individuals will be arranged.

Credits: 3 SH

- [SPE 5544 - Instruction for High Incidence Disabilities](#)

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SPE 5544 - Instruction for High Incidence Disabilities

This course provides an in-depth look at the assessment-instruction cycle and effective teaching-learning

strategies that will benefit the learning of children with disabilities in the various service delivery options. Based on research-supported methods, students will develop assessment and remediation strategies to monitor children's academic progress. Field component required.

Credits: 3 SH

Special Notes:

- Some program courses are only offered in summer sessions.
- ELE 5530 and ELE 5531 must be taken concurrently, in the same summer.
- Three of the four reading courses, ELE 5523, ELE 5524, ELE 5528 and ELE 5529, must be completed prior to ELE 5530 and ELE 5531.
- Candidates who have previously, successfully completed (with a grade of B or better) courses at either the undergraduate or graduate level which develop the PDE competencies embedded in SPE 5501, SPE 5542, SPE 5544, and SPE 5530, will have other required courses substituted into their 33 credit degree programs. If it is demonstrated that one of the required SPE prefix courses or their equivalents have been previously met, ED 5500, Methods and Materials for Research will be required. If more than one SPE prefix course was previously completed, additional courses from the following list will be selected, with advisement: ELE 5503, ED 5554, ED/ELE 5570, ED/ELE 5592. ED 5596 and/or any of the graduate Children's Literature courses (for example, ELE 5560, 5561, 5562, 5565, 5568, 5569).
- Transfer courses will be considered for approval as substitutes for courses already taken.

Total Credit Hours: 33

Teaching Children's Literature P-12 Concentration

*Coordinator: Dr. Kathleen M. Carico
Retan Center, (570) 662-4562*

To be admitted to the concentration in Teaching Children's Literature P-12, an applicant must have completed a baccalaureate degree. This concentration leads to a Master of Science degree in Education; it does not lead to advanced certification. The concentration will provide graduate students the opportunity for in-depth study of literature including extensive genre study, research in the field of children's literature, and strategies for effective teaching of children's literature to children from birth to young adulthood. Emphasis is placed on selection, evaluation, and integration of quality children's literature of all genres into the curriculum from preschool through high school. Students may choose to focus on literature for young children, children in the intermediate grades, or adolescents by selecting courses relevant to their interests. As part of the literature emphasis, students will also consider the learner and the environment, exploring ways to use their advanced knowledge to make literature accessible and meaningful for students of all ages, thereby improving student learning.

Mission

The mission of the concentration is to prepare teachers whose advanced knowledge of literature, enhanced pedagogical strategies, awareness of issues relevant to the teaching of literature, and honed professional skills will make them instructional leaders in their schools and districts in the area of teaching children's and young adult literature, promoting a lifelong love of reading and literature for all students.

Student Learning Outcomes, Teaching Children's Literature P-12 Concentration

1. Content Knowledge
 - Candidates will be able to demonstrate advanced knowledge of content: children's and young adult literature genre, theories of literary criticism, and strategies for integrating literature into other content areas and will apply this knowledge in designing effective instruction.
2. Critical Issues
 - Candidates will be able to identify critical issues in teaching with children's and young adult literature and be able to develop effective action plans for addressing those issues as they arise in teaching. Candidates will be able to articulate sound, informed rationales for curricular decisions and will be able to do so clearly and with confidence, both orally and in written communication.
3. Research
 - Candidates will be able to use research skills and theoretical knowledge to design a project that addresses critical questions in teaching literature. Candidates will be able to evaluate and use research findings to improve student learning.
4. Reflection
 - Candidates will be able to demonstrate their abilities to reflect upon the effectiveness of instructional practices in order to enhance classroom teaching.

5. Technology
 - Candidates will be able to use advanced technology resources to promote student learning of literature.
6. Learning Environment
 - Candidates will be able to demonstrate their advanced understanding of the importance of a learner's individual characteristics as well as the impact of the total classroom environment on the learning process.
7. Professional Responsibilities
 - Candidates will be able to demonstrate knowledge of community and professional resources and the impact of student communities on learning and demonstrate skills in collaborating with those communities to improve individual student learning and enhance the instructional environment of the classroom and/or school.

* These outcomes are based on the following National Board for Professional Teacher Standards: Early and Middle Childhood/Literacy: Reading-Language Arts; Early Adolescence: Language Arts; and Adolescence and Young Adulthood: English Language Arts (<http://www.nbpts.org/>).

Teaching Children's Literature P-12 Courses

Education core (15 credits required)

- [ED 5500 - Methods and Materials of Research](#)

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ED 5500 - Methods and Materials of Research

An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis and development of reliable conclusions.

Credits: 3 SH

- [ED 5554 - Curriculum: Principles and Contemporary Thought](#)

[]

ED 5554 - Curriculum: Principles and Contemporary Thought

A course which studies significant curriculum concepts giving particular attention to the following areas of curriculum study: (1) the dimensions of curriculum as a field of study, (2) forces affecting the curriculum, (3) the anatomy of the curriculum, (4) quality of curriculum, and (5) processes of curriculum development and implementation.

Prerequisites & Notes

Certification in an area of education or one of the following courses: ED 5545, ED 5531, ED 5532, ED 5533 or ED 5535.

Credits: 3 SH

- [ED 5592 - The Teacher and Educational Leadership](#) (See information below under "Culminating Experience")

[]

ED 5592 - The Teacher and Educational Leadership

Culminating examination of basic problems and current trends in education, emphasizing the role of the teacher as professional leader in improving the educational program. An individual final project will be completed outlining a professional course of action for the chosen problem. The course is for elementary (M.Ed) and secondary (M.S.Ed.) program students during their final semester of graduate studies.

Prerequisites & Notes

ED 5500.

Credits: 3 SH When Offered: Infrequently offered course Dual Listed: ELE 5592.

- [SPE 5530 - Diverse Cultural and Linguistic Learners](#)

[]

SPE 5530 - Diverse Cultural and Linguistic Learners

This course addresses the social, economic, political, ethnic and linguistic characteristics of individual with exceptional learning needs. Graduates will examine current issues, strategies methodologies that impact individuals in their schools and communities. Culturally relevant materials and techniques will be researched and developed.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

SPE 55XX - Any special education course EXCEPT for SPE 5530 Diverse Cultural & Linguistic Learners & SPE 5570 Clinical Practicum

Professional Education (six credits required)

Take one course from the following:

- [ED 5505 - Educational Psychology](#)

[]

ED 5505 - Educational Psychology

Focuses upon the application of learning theory principles in educational settings. This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching. Students will learn how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching.

Credits: 3SH

Not required if ED 2205 or equivalent was taken at undergraduate level.

- [ED 5545 - Analysis and Evaluation of Pupil Growth](#)

[]

ED 5545 - Analysis and Evaluation of Pupil Growth

Current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives.

Credits: 3 SH When Offered: Infrequently offered course

Not required if ED 3260 Assessment in Ed or equivalent was taken at undergraduate level.

Take one course from the following:

- [ED 5531 - Social Foundations of Education](#)

ED 5531 - Social Foundations of Education

The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.

Credits: 3 SH

- [ED 5532 - Historical Foundations of Education](#)

ED 5532 - Historical Foundations of Education

The historical development of American education and study of European influences on the philosophies and practices of American schools. Historical trends are related to current problems and practices in education.

Credits: 3 SH

- [ED 5535 - Foundations of Education](#)

ED 5535 - Foundations of Education

A study of the people and forces that impact American education through study of the history and philosophy of education. Development of new perspectives on contemporary educational issues.

Credits: 3 SH

- [ED 5596 - Supervision: Principles and Current Practices](#)

ED 5596 - Supervision: Principles and Current Practices

This course introduces principles and practices of supervision that support the professional development of teachers. Topics include the role of teaching and learning to teach; components of effective teaching; Mansfield University's teacher education programs, including student teaching; supervision versus evaluation; clinical supervision; and multi-cultural issues related to supervision.

Prerequisites & Notes

Certification in an area of education or one of the following courses: ED 5545, ED 5531, ED 5532, ED 5533, or ED 5535.

Credits: 3 SH

Note: Both ED 5596 and one of the ED 5531, 5532 or 5535 Foundations of Education courses may be taken if both ED 2205 and ED 3260 or equivalents were taken at the undergraduate level.

Specialization in the Concentration (12 credits required) Twelve of these eighteen credit hours may be elected in consultation with the advisor.

- [ED 5562 - Cross-Curricular Teaching with Children's Literature](#) **OR**

[]

ED 5562 - Cross-Curricular Teaching with Children's Literature

Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

Credits: 3 SH Dual Listed: ELE 5562

- [ELE 5562 - Cross-Curricular Teaching with Children's Literature](#)

[]

ELE 5562 - Cross-Curricular Teaching with Children's Literature

Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

Credits: 3 SH Dual Listed: ED 5532

- [ED 5565 - Children's Literature for the Middle Grades](#)

[]

ED 5565 - Children's Literature for the Middle Grades

An investigation of the types and uses of children's literature in middle grades, 4-8, with discussion of genres, integration of reading and writing, introduction of literary analysis, reading across the curriculum, and activities to foster literary appreciation, criticism, and creative expression.

Credits: 3 SH Dual Listed: ELE 5565

- [ED 5568 - Selected Topics in Children's Literature](#) **OR**

[]

ED 5568 - Selected Topics in Children's Literature

An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

Credits: 3 SH Dual Listed: ELE 5568

- [ELE 5568 - Selected Topics in Children's Literature](#)

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ELE 5568 - Selected Topics in Children's Literature

An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

Credits: 3 SH Dual Listed: ED 5568

- [ED 5569 - Children's Literature in the Classroom: Related Research](#) OR

[]

ED 5569 - Children's Literature in the Classroom: Related Research

Content is designed as a seminar to provide an overview of major research findings in the area of teaching children's literature and to allow students to pursue a topic of interest through an investigation of research.

Credits: 3 SH Dual Listed: ELE 5569

- [ELE 5569 - Children's Literature in the Classroom: Related Research](#)

[]

ELE 5569 - Children's Literature in the Classroom: Related Research

Content is designed as a seminar to provide an overview of major research findings in the area of teaching children's literature and to allow students to pursue a topic of interest through an investigation of research.

Credits: 3 SH Dual Listed: ED 5569

- [ELE 5560 - Children's Literature, A Multi-Cultural Approach](#)

[]

ELE 5560 - Children's Literature, A Multi-Cultural Approach

A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.

Credits: 3 SH Dual Listed: ED 5560

- [ELE 5561 - Children's Literature, N-3](#)

[]

ELE 5561 - Children's Literature, N-3

An investigation of types and uses of children's literature in early childhood and early elementary settings; emphasis on genres, children's responses, teachers' roles, reading and writing workshops, guided reading, fostering literary appreciation, incorporating literature throughout the curriculum; varied means of promoting active participation with picture books.

Credits: 3 SH

Culminating Experience

ED 5592 is the culminating experience of the Teaching Children's Literature P-12 concentration. It is considered the capstone course of the concentration and must be taken in the last semester of coursework. In this capstone course, students focus on how to use their advanced knowledge to prepare for their roles as leaders, not just in the classroom, but in the school, district, region, and beyond. As part of leadership preparation, graduate students also engage in the research on a specific focus of children's literature.

Total Credit Hours: 33

[\[Archived Catalog\]](#)

Music, Master of Arts

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Offered by the Department of Music
Dr. Shellie Gregorich, Chairperson
Butler Center 108, (570) 662-4714, e-mail sgregori@mansfield.edu

The Master of Arts in Music program is designed to meet the needs of the music professional who wishes to expand and strengthen their understanding and skills in the discipline of music through study in one of four offered concentrations: choral conducting, collaborative piano, instrumental conducting, or music education. Prior music teaching experiences is advisable, but not required. A maximum of six credit hours may be transferred from a NASM accredited master's degree program. The department will determine what courses may transfer to each of the concentrations in the Master of Arts degree.

The Music Department is an accredited member of the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, (703) 437-0700, (nasmmusic.org/).

Mission, Vision and Values Statement

The faculty of the Mansfield University Music Department are dedicated to the development of musical excellence in all aspects of our programs. We promote leadership skills which emphasize Character, Scholarship, Culture and Service through a personalized educational environment using music as our communication tool. We are committed to stimulating the continuous pursuit of learning, performance and skill acquisition. We recognize and embrace the important role our liberal arts core education provides our students. To accomplish this mission the department pledges:

1. We will promote character. Our faculty and students will exemplify the highest standards of ethical behavior, incorporating respect for self, others and our surroundings. We will devote ourselves to the holistic development of individuals, fostering personal accountability, honesty and advocacy through character education. Courage, integrity, and honor exemplify our core values. As the art of music demands honesty and integrity, so too, will we expect our department to promote and encourage these values in all we do.
2. We will foster scholarship. We will model a life of intellectual curiosity, celebrating the creation and dissemination of new ideas in music. We will embrace the use of rigorous, responsible and critical inquiry to understand, acquire and share knowledge. We apply what we learn by recognizing that each of us is both student and teacher engaged in the continuous pursuit of learning. We will, therefore, maintain a faculty dedicated to the highest standards in teaching, musical performance and scholarship.
3. We will enhance culture. We will serve and lead the region and beyond in promoting diversity and cultural awareness through music. We will accomplish this mission by vigorously engaging with one another, capitalizing on the gifts bestowed on our community through the arts, and celebrating our similarities and differences. Through open discourse and performance, we will create meaningful experiences that compel us towards understanding and compassion for all humanity.
4. We will advocate service. Knowledge invests us with the power to improve our world and the responsibility to act. We will be engaged in our community. Our students, faculty and staff will partake in volunteerism and service activities as a natural outgrowth of the University Mission in order to impact lives now and in the future. We encourage and actively promote on our campus and surrounding community an awareness of the importance of the role of music in the enrichment of the human spirit.

Core Student Learning Outcomes for the Master of Arts in Music Program

After completion of any concentration in the Master of Arts in Music program students will be able to:

- demonstrate effective written and oral communication.
- demonstrate effective research skills appropriate to the area of concentration.
- evaluate, analyze, and synthesize theoretical, historical, and performance information in order to create more effective musical performances or to enhance their teaching.

Student Learning Outcomes specific to the Instrumental Conducting Concentration

- Students will master coordination of gesture and Impulse of Will and apply these skills appropriately in a varied repertoire for large and small ensembles.
- Students will communicate effectively during rehearsal and performance settings.
- Through analysis and synthesis of theoretical, historical and performance information, students will create more artful, musically meaningful performances.
- Students will demonstrate leadership in all aspects of performing program development.
- Students will refine their instrumental technique and their understanding of instrumental pedagogy and apply these skills in the instrumental rehearsal.

Student Learning Outcomes specific to the Choral Conducting Concentration

- Students will refine their conducting technique as applied to choral organizations.

- Students will expand their knowledge of choral literature from various historical periods and stylistic genres.
- Students will develop rehearsal techniques that can be incorporated in various levels and types of choral ensembles.
- Students will increase their musicianship through score study, sight-singing, playing the piano, and listening in rehearsal.
- Students will perform effectively on voice and demonstrate an understanding of the vocal instrument.

Student Learning Outcomes specific to the Collaborative Piano Concentration

- Students will perform recitals of collaborative music that are musically effective.
- Students will demonstrate a thorough knowledge of significant collaborative piano repertoire.
- Students will take on a leadership role in working with musicians in rehearsal and lesson settings.

Student Learning Outcomes specific to the Music Education Concentration

- Students will demonstrate a thorough knowledge of music education literature, including pedagogy, philosophy and repertoire, and will create curriculum and research proposals, projects and theses.
- Students will demonstrate a variety of pedagogical techniques through the creation of lesson plans, in-class discussions, and papers.
- Students will demonstrate performance skills through conducting, arranging, or applied study.

Master of Arts in Music Core Courses

All M.A. degrees in Music concentrations share a core set of courses, that include the following:

- [MU 5500 - Methods and Materials of Research](#)

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MU 5500 - Methods and Materials of Research

Basic techniques, procedures and sources. Selections of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.

Credits: 3 SH

- [MU 5510 - Form and Analysis](#)

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MU 5510 - Form and Analysis

Various methods of musical analysis are studied and applied to compositions representative of various periods of music history.

Credits: 3 SH

or

- [MU 5578 - Pedagogy of Music Theory](#) (option approved for concentrations in Music Education and Instrumental Conducting)

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MU 5578 - Pedagogy of Music Theory

A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.

Credits: 3 SH When Offered: Infrequently offered course

- [MU 5529 - Seminar in Music Literature](#)

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MU 5529 - Seminar in Music Literature

An intensive study of selected examples of musical literature with emphasis on comparative, historical, and stylistic developments.

Credits: 3 SH

Oral Examination

During the final semester of study, a comprehensive oral examination must be passed. The comprehensive examination will cover music theory, music history and the primary concentration. The exam should be completed no later than two weeks prior to finals of the last courses taken. A meeting to schedule the exams should occur with the department chair at the start of the final semester of study. Consult the music department for preparation of this examination.

Choral Conducting Concentration

*Coordinator: Dr. Peggy Dettwiler
Butler Center 105, (570) 662-4721*

The Choral Conducting concentration is designed to provide vocal music educators an opportunity to explore the craft of conducting with advanced study in literature, applied conducting, rehearsal techniques and hands on experience with performing ensembles. Residency is required for this degree and performance in ensembles is highly encouraged.

Choral Conducting Concentration Courses

- [MAP 5500 - Voice Secondary](#) - two (2) credits

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MAP 5500 - Voice Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree.

- [MAP 6615 - Applied Conducting](#) - two (2) credits

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MAP 6615 - Applied Conducting

Private study of the art of conducting. Students develop and refine conducting skills, applying learned techniques and gestural language to various musical compositions.

Credits: 1-2 SH Notes: The courses offer one or two SH per semester or term and may be re-elected for additional credit. A maximum of four SH may be applied to the degree. (Part-time students register for one credit per semester.) After four SH in the primary applied instrument and in consultation with the applied professor, students may choose to register for MU 5596 Recital

- [MU 5521 - Choral Literature](#)

MU 5521 - Choral Literature

The study of choral repertoire from each historical period including literature from the spiritual, folk, and jazz idioms. The course will include music for choirs from elementary school through collegiate levels as well as issues regarding performance practices, vocal warm-ups, and rehearsal techniques.

Credits: 2 SH

- [MU 5545 - Vocal/Choral Music Methods](#)

MU 5545 - Vocal/Choral Music Methods

The study of a suitable choral program in an institutional setting. The course emphasizes the teaching of voice and ensemble singing through the developmental stages of singers, from child to adult. Students observe and participate in vocal/choral music-making with elementary through collegiate level choirs.

Prerequisites & Notes

Prerequisites: undergraduate music degree and MU 5550.

Credits: 2 SH

- [MU 5550 - Advanced Choral Conducting](#)

MU 5550 - Advanced Choral Conducting

The course is designed to give graduate students the opportunity to refine their choral conducting skills, advance their knowledge of choral literature and performance practices, and increase their understanding of vocal techniques through group study and individual conducting experiences.

Credits: 2 SH

- [MU 5596 - Recital](#) - two (2) credits

MU 5596 - Recital

A formal recital given in the major performing medium represents the culmination of study in the applied area.

Prerequisites & Notes

Four graduate SH in the performing medium of the recital program.

Credits: 2 SH

Choral Conducting Concentration Electives - nine (9) credits

* A maximum of two (2) credits in MEN, a maximum of six (6) hours of thesis, maximum of three (3) credits of non

music.

The following courses are recommended, but not required:

- [MEN 5500 - Concert Choir](#)

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MEN 5500 - Concert Choir

A select mixed choir of about 55 voices. Rehearses four hours a week on choral literature spanning five centuries and in a variety of languages. Joins with Festival Chorus to form an ensemble for women and men each fall and takes an annual tour in the spring. The group has performed at state, regional, and national conventions, has produced numerous recordings, and tours internationally every three years. Open to qualified graduate students.

Credits: 1 SH

- [MEN 5501 - Festival Chorus](#)

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MEN 5501 - Festival Chorus

A mixed chorus of over 100 voices; open to all university students as well as community singers. The group rehearses three hours a week and performs a wide variety of choral styles in the fall semester and major choral works with professional soloists and orchestra during the spring semester. Members of the group also join with the Concert Choir to form separate women's and men's choruses in the fall semester. The Festival Chorus has produced numerous recordings. Open to graduate students by placement into a section.

Credits: 1 SH

- [MU 5552 - Diction I for Singers](#)

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MU 5552 - Diction I for Singers

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in Italian, Latin and German, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

Credits: 2 SH

- At least 15 credits in the program must be graduate only courses that are not cross-listed with undergraduate courses.

Total Credit Hours - 30

Collaborative Piano Concentration

Coordinator: Dr. Nancy Boston
Butler Center G-12, (570) 662-4715

The Collaborative Piano concentration is designed to provide pianists an opportunity to explore the craft of accompanying instrumentalists and vocalists with advanced study in repertoire, score-study, rehearsal skills and interpretive skills. Residency is required for this degree.

Collaborative Piano Concentration Courses

- MEN 55XX - Ensemble Electives - two (2) credits
- [MAP 5510 - Piano Secondary](#) - two (2) credits

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MAP 5510 - Piano Secondary

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- [MAP 6616 - Collaborative Piano](#) - two (2) credits

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MAP 6616 - Collaborative Piano

The course will address issues specifically pertaining to the piano in a collaborative setting. This will include score study, coaching sessions with other musicians, rehearsal techniques. This course will focus on the music being prepared for the required recitals (MU 5596) as well as assigned accompaniments.

Credits: 1-2 SH

- [MAP 6670 - Recital](#)

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MAP 6670 - Recital

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- one (1) instrumental & one (1) vocal credit each.
- [MU 5519 - Interpretation of Selected Repertory](#)

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MU 5519 - Interpretation of Selected Repertory

Interpretative techniques are studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his/her professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects.

Credits: 3 SH When Offered: Infrequently offered course

- [MU 5520 - Song Literature](#)

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MU 5520 - Song Literature

The development of monophonic song from the days of the troubadours and trouvères to the present. Emphasis is on the history of the German lied, French Melodie, Italian, Spanish, and solo song in the British Isles and the United States.

Credits: 3 SH

- [MU 5552 - Diction I for Singers](#)

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MU 5552 - Diction I for Singers

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in Italian, Latin and German, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

Credits: 2 SH

Collaborative Piano Concentration Electives - five (5) credits

* A maximum of six (6) credits of thesis, a maximum of three (3) credit hours of non-music. No additional credits of MEN or Recital may be included in electives.

- At least 15 credits in the program must be graduate only courses that are not cross-listed with undergraduate courses.

Total Credit Hours: 30

Instrumental Conducting Concentration

*Coordinator: Dr. Adam Brennan
Butler Center G-11, (570) 662-4735*

The Instrumental Conducting concentration is designed to provide instrumental music educators an opportunity to explore the craft of conducting with advanced study in literature, applied conducting, rehearsal techniques and hands on experience with performing ensembles. Residency is required for this degree with minimum residency required in two summer institutes or one full-time academic year (Fall / Spring). Performance in ensembles is highly encouraged. An oral examination must be passed to complete the degree.

Instrumental Conducting Concentration Courses

- [MAP 6615 - Applied Conducting](#) (two (2) credits - two (2) summer sessions or one (1) fall/spring semester)

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MAP 6615 - Applied Conducting

Private study of the art of conducting. Students develop and refine conducting skills, applying learned techniques and gestural language to various musical compositions.

Credits: 1-2 SH Notes: The courses offer one or two SH per semester or term and may be re-elected for additional credit. A maximum of four SH may be applied to the degree. (Part-time students register for one credit per semester.) After four SH in the primary applied instrument and in consultation with the applied professor, students may choose to register for MU 5596 Recital

- [MU 5519 - Interpretation of Selected Repertory](#)

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MU 5519 - Interpretation of Selected Repertory

Interpretative techniques are studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his/her professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects.

Credits: 3 SH When Offered: Infrequently offered course

- [MU 5538 - Conductor's Literature](#)

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MU 5538 - Conductor's Literature

The study of standard literature in the performance repertoire of wind band and orchestral ensembles. An emphasis on developing the skills to recognize works that are artfully crafted, explore the origins of wind-band music, identify great literature for both wind-band and orchestra and assess the development and direction of current trends. While repertoire emphasized will be of the highest quality, one of the major benefits of the course will be to explore literature for all levels of programming, from beginning to professional levels.

Credits: 2

- [MU 5551 - Advanced Instrumental Conducting](#)

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MU 5551 - Advanced Instrumental Conducting

Study and analysis of all phases of baton techniques, rehearsal methods and score reading.

Credits: 2 SH

- [MU 5560 - Practical Leadership and Administration in Music](#)

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MU 5560 - Practical Leadership and Administration in Music

Practical Leadership and Administration in Music is designed to prepare music professionals for many duties associated with, but outside of the typical musical aspect of their profession. Topics covered will include budgeting; development; advocacy; public relations; program management; programming/ event planning; recruitment; inventory and maintenance; uniform acquisition; equipment purchase; travel planning; assessment; library management, and; scheduling. This course is offered in summers only and a one day residency is required as part of the course. Students will create projects in all areas that may be useful in developing a job search portfolio.

Credits: 2 SH

- [MU 5593 - Music Graduate Oral Examination](#)

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MU 5593 - Music Graduate Oral Examination

During the final semester of study and prior to graduation, a comprehensive oral examination must be passed. The comprehensive examination will cover music theory, music history and the primary concentration. The exam should be completed no later than two weeks prior to the final exams of the last term of study. A meeting to schedule the examinations should occur with the department chair at the start of final semester of study. Consult the music department for preparation of this examination.

Credits: 0

- [MU 5596 - Recital](#) - two (2) credits

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MU 5596 - Recital

A formal recital given in the major performing medium represents the culmination of study in the applied area.

Prerequisites & Notes

Four graduate SH in the performing medium of the recital program.

Credits: 2 SH

Instrumental Conducting Concentration Electives - Take eight (8) credits from the following:

*A maximum of two (2) credits in MEN, a maximum of two (2) credits of MAP 55XX secondary applied lessons
MAP 55XX Secondary Applied Lessons

- [MEN 5537 - Summer Music Institute Ensemble](#)

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MEN 5537 - Summer Music Institute Ensemble

This ensemble is designed for master's degree candidates during the summer music institute. The group serves as a lab group for conductors and also provides performance opportunities for students in the master of arts degrees in music education and collaborative piano.

Credits: 1

- [MU 5540 - History and Philosophy of Music Education](#)

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MU 5540 - History and Philosophy of Music Education

Philosophical and historical foundations of music education from the time of the ancient Greeks to the present. Special emphasis on music education in the U.S. and music as an aesthetic experience.

Credits: 3 SH

- [MU 5543 - Seminar in Music Education](#)

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MU 5543 - Seminar in Music Education

Identification and formulation of the principles, philosophies, and objectives of music education.

Credits: 3 SH

- [MU 5557 - Music Theatre Production](#)

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MU 5557 - Music Theatre Production

A course providing the non-professional stage director with a working knowledge of the skills needed to stage and direct a musical production.

Credits: 3 SH

- [MU 5558 - Instrument Repair](#)

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MU 5558 - Instrument Repair

Through lectures, demonstrations, and laboratory work this course will present the nomenclature, techniques of proper care, and effective means of treating the various repairs, which can be made with simple equipment usually available to instrumental teachers in the schools. It will be limited to band and orchestra instruments in the brass, woodwind, percussion, and string families.

Credits: 1 SH When Offered: Infrequently offered course

- [MU 5559 - Marching Band Techniques and Materials](#)

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MU 5559 - Marching Band Techniques and Materials

A detailed study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

Credits: 3 SH

- [MU 5566 - Advanced Arranging](#)

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MU 5566 - Advanced Arranging

This online course is designed to develop advanced arranging skills for the professional musician. Orchestration techniques for marching band, jazz band, concert band, chamber music, orchestra and chorus will be covered. Students will select projects that are directly linked to their specialty in music and will be mentored through the realization of two to four arranging activities. Students must have access to finale and/or Sibelius software.

Prerequisites & Notes

Students should have taken an orchestration course prior to entering this course.

Credits: 2

Other graduate level courses of interest in the Music Graduate Catalog as offered and approved by the program coordinator

- At least 15 credits in the program must be graduate only courses that are not cross-listed with undergraduate courses.

Total Credit Hours: 30

Music Education Concentration

*Coordinator: Dr. Sheryl Monkeliën
Butler Center 104, (570) 662-4712*

The Music Education concentration is designed specifically to meet the needs of practicing music educators who wish to strengthen their knowledge, understanding and skills in music education. In-depth study in music education, music theory, and performance are included in the degree requirements. Through elective offerings, students may select other areas in which to study such as research in music education, conducting, music technology, or pedagogy and literature. Students may pursue this degree after receiving certification to teach music in the public schools. All required coursework can be completed through online course offerings during the regular academic year or online and on campus courses during the required two week Summer Institute. Students may also complete the degree in residence or through a combination of online, summer and residence coursework. A comprehensive oral examination must be successfully completed for degree completion.

Music Education Concentration Courses

- [MU 5543 - Seminar in Music Education](#)

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MU 5543 - Seminar in Music Education

Identification and formulation of the principles, philosophies, and objectives of music education.

Credits: 3 SH

- [MU 5540 - History and Philosophy of Music Education](#)

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MU 5540 - History and Philosophy of Music Education

Philosophical and historical foundations of music education from the time of the ancient Greeks to the present. Special emphasis on music education in the U.S. and music as an aesthetic experience.

Credits: 3 SH

- [MU 5560 - Practical Leadership and Administration in Music](#)

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MU 5560 - Practical Leadership and Administration in Music

Practical Leadership and Administration in Music is designed to prepare music professionals for many duties associated with, but outside of the typical musical aspect of their profession. Topics covered will include budgeting; development; advocacy; public relations; program management; programming/event planning; recruitment; inventory and maintenance; uniform acquisition; equipment purchase; travel planning; assessment; library management, and; scheduling. This course is offered in summers only and a one day residency is required as part of the course. Students will create projects in all areas that may be useful in developing a job search portfolio.

Credits: 2 SH

Take one of the following courses:

MAP 55XX - Secondary Applied - two (2) credits

- [MU 5550 - Advanced Choral Conducting](#)

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MU 5550 - Advanced Choral Conducting

The course is designed to give graduate students the opportunity to refine their choral conducting skills, advance their knowledge of choral literature and performance practices, and increase their understanding of vocal techniques through group study and individual conducting experiences.

Credits: 2 SH

- [MU 5551 - Advanced Instrumental Conducting](#)

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MU 5551 - Advanced Instrumental Conducting

Study and analysis of all phases of baton techniques, rehearsal methods and score reading.

Credits: 2 SH

- [MU 5566 - Advanced Arranging](#)

MU 5566 - Advanced Arranging

This online course is designed to develop advanced arranging skills for the professional musician. Orchestration techniques for marching band, jazz band, concert band, chamber music, orchestra and chorus will be covered. Students will select projects that are directly linked to their specialty in music and will be mentored through the realization of two to four arranging activities. Students must have access to finale and/or Sibelius software.

Prerequisites & Notes

Students should have taken an orchestration course prior to entering this course.

Credits: 2

Music Education Concentration Electives - 11 credits from the following:

*A maximum of two (2) credits in MEN, six (6) credits thesis, a maximum of three (3) credits of non-music.
MEN 55XX Music Ensemble

- [MU 5501 - World Musics](#)

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MU 5501 - World Musics

Musics of the five continents are explored with particular emphasis on each tradition's cultural function. Provides the fundamental research and comparative skills needed to understand and listen to selected non-Western music. Includes discussions of how Western art and popular music incorporate these styles. Field study and ethno-musicological techniques are explored.

Credits: 3 SH

- [MU 5543 - Seminar in Music Education](#) (May be taken for up to six (6) credits.)

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MU 5543 - Seminar in Music Education

Identification and formulation of the principles, philosophies, and objectives of music education.

Credits: 3 SH

- [MU 5559 - Marching Band Techniques and Materials](#)

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MU 5559 - Marching Band Techniques and Materials

A detailed study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

Credits: 3 SH

- [MU 5598 - Research Project](#)

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MU 5598 - Research Project

Credits: 3 SH

- [MU 5599 - Thesis](#)

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MU 5599 - Thesis

Credits: 6 SH

Other graduate level courses of interest in the Music Graduate Catalog as offered and approved by the program coordinator

Total Credit Hours: 30

[\[Archived Catalog\]](#)

Nursing, Master of Science in Nursing

 [Print this Page](#)

Offered by the Department of Health Sciences
Dr. Janeen Sheehe, Chairperson
Elliott 212C, (570) 662-4522, email jsheehe@mansfield.edu

The Masters of Science in Nursing program is designed for professional nurses who seek an advanced nursing degree while maintaining current employment. Students may choose either the educator or leadership / administrator concentration. Graduates are qualified to teach in nursing education programs and staff development departments within health care agencies, or to manage nursing care delivery services in health care settings. The Master of Science in Nursing program is offered online. Students can complete the program in two years by taking two courses per semester or in 4 years by taking one course per semester. A culminating capstone project is required for graduation. The program must be completed in five years.

The Masters of Science in Nursing program is accredited by the Accrediting Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326. (404-975-5000; www.nlnac.org)

Mission

The mission of the Mansfield University graduate nursing program is to prepare leaders in nursing education and nursing administration who are able to advance the profession.

Vision

The MU nursing programs will produce graduates who are recognized for their excellence in practice.

Values

The Mansfield University nursing faculty value the Mansfield Creed, and interpret the characteristics of the Creed in nursing terms as:

- Character: Demonstrating integrity and professionalism
- Scholarship: Generating knowledge and engaging in lifelong learning
- Culture: Demonstrating cultural competence and promoting social justice
- Service: Caring for and improving the lives of individuals, groups, and communities

Program Goals

- Build upon baccalaureate nursing education to integrate advanced knowledge, theory, and evidence-based research into the educator and administrator roles
- Provide an environment that promotes nursing excellence, professionalism, and a commitment to lifelong learning
- Promote faculty development in teaching, nursing practice, and nursing scholarship

Student Learning Outcomes (Core):

- Analyze the impact of social, ethical, cultural, economic, and political influences on nursing education and/or nursing practice.
- Engage in scholarly inquiry to clarify and improve nursing education and/or nursing practice.
- Demonstrate legal and ethical accountability while in the role of nurse educator or nurse administrator.
- Function in the role of a nurse educator or nurse administrator upon graduation and exhibit a future commitment to excellence in nursing.

Student Learning Outcomes specific to nurse educator concentration

- Integrate epistemological perspectives from nursing science, education, and evaluation to design, implement and evaluate nursing curricula.
- Design, implement and evaluate teaching strategies for classroom and clinical arenas.
- Synthesize knowledge from nursing science and learning theory to demonstrate praxis of teaching in the classroom and clinical arenas.

Student Learning Outcomes specific to nurse leader/administrator concentration

- Provide leadership in the strategic planning of a healthcare organization and nursing services.
- Synthesize knowledge of evidence-based practice, quality improvement, models of care and evaluation of operations and care delivery systems to assure quality of nursing care.
- Provide leadership in human resources development and management to improve nursing care.
- Manage fiscal and technological resources to improve nursing care.
- Analyze the impact of public policy on the health of clients and healthcare organizations.

Admission prerequisites for ALL students admitted to MSN program

- RN Licensure
- A completed BSN degree required OR any bachelor's degree with the completion of the following prerequisite courses:
 - a). Introduction to Statistics (MA 1125)
 - b). Community Health Nursing (NUR 4471), the NLN Community Health Nursing Exam or course equivalent.
- 3.0 or higher cumulative GPA on 4.0 scale
- Official transcripts of all undergraduate and graduate work completed at any institution
- Official transcripts from basic nursing program
- Two letters of recommendation; one professional and one academic preferred to speak to applicant's academic, writing, and critical thinking abilities as well as applicant's motivation to achieve the MSN degree.
- Application fee of \$25
- If GPA is 2.8 to 2.999, then applicant may be considered for provisional acceptance.
- Students provisionally admitted into the nursing program will be expected to take and successfully complete six graduate credits by advisement before formal admission to the program.

Program requirements:

Students must be able to meet all requirements of clinical agencies to be able to complete courses with precepted experiences. These requirements include, but may not be limited to: CPR certification, malpractice insurance, health insurance, specific immunizations, and background checks. If a student does not meet agency requirements, the student cannot complete the course. A list of general requirements for precepted experiences can be found in the MSN Student Handbook. Request a copy of the handbook from Arlene Brown, department secretary, at abrown@mansfield.edu.

Students are expected to locate a preceptor for precepted experiences and submit all information about preceptors and agencies as soon as possible after acceptance into the program. A contract must be in place with all outside agencies/schools before precepted experiences can begin.

Online Master of Science in Nursing (MSN), Department of Health Sciences

One semester hour or credit of class = 15 clock hours; one semester hour or credit of precepted experience = 45 clock hours.

Core Courses

- [NUR 5520 - Nursing Theories](#)

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NUR 5520 - Nursing Theories

This course is designed to incorporate theory and theoretical frameworks into nursing practice, nursing education, and nursing administration.

Credits: 3 SH

- [NUR 5535 - Research I](#)

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NUR 5535 - Research I

This course introduces the basic concepts of research. A comparison of qualitative and quantitative research perspectives will assist the student in seeing basic differences and similarities between the two major types of research methodologies used in nursing. The major emphasis in this course will be on student dyads developing a complete qualitative research proposal.

Prerequisites & Notes

Corequisites: NUR 5520.

Credits: 3 SH

- [NUR 5540 - Research II](#)

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NUR 5540 - Research II

This course will focus on designing a research project. Quantitative research and the topics unique to that methodology will be explored. Different research designs commonly used in for teaching, curriculum development, evaluation, and other research based projects will be investigated. Individual proposals for a research project will be written.

Prerequisites & Notes

NUR 5535.

Credits: 3 SH

- [NUR 5565 - Leadership Through Scholarly Growth](#) (Capstone Course)

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NUR 5565 - Leadership Through Scholarly Growth

The major activity in this course will be the completion of a research project that is considered to embody the precepts of scholarly growth. Individual research projects will be carried out by students, thus providing them with an opportunity to integrate the growth achieved throughout the program and give them the opportunity to demonstrate the capability to carry out independent scholarly inquiry.

Prerequisites & Notes

NUR 5535 and NUR 5540.

Credits: 3 SH

Education Track

- [NUR 5500 - Advanced Physical Assessment and Pathophysiology across the Life Span](#)

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NUR 5500 - Advanced Physical Assessment and Pathophysiology across the Life Span

Advanced Physical Assessment and Pathophysiology across the Life Span is designed to provide the student with the knowledge and skills to perform an advanced physical examination, an expectation of each student in the course. Physical assessment skills will be incorporated with related pathophysiological abnormalities. Interviewing techniques and basic head-to-toe physical assessment will be reviewed, followed by a concentration on the focused system assessments. The integration of laboratory findings, pathophysiology, and physical exam findings will also be addressed. (30 theory hours; 45 hours precepted experiences)

Credits: 3 SH

- [NUR 5510 - Teaching and Learning for Nurse Educators](#)

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NUR 5510 - Teaching and Learning for Nurse Educators

In this course, students explore the role of the teacher as well as the faculty role. As part of exploring the role of the teacher, students appraise the philosophical foundations of nursing education, analyze and apply learning theories to individual learning styles and types of learning. Epistemological differences between

andragogy and pedagogy are explored. Exploration of the role of faculty in higher education includes specific topics such as tenure, promotion, self-governance, and scholarship expectations.

Credits: 3 SH

- [NUR 5515 - Measurement and Evaluation in Nursing Education](#)

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NUR 5515 - Measurement and Evaluation in Nursing Education

In this course, students explore various theories of measurement and evaluation. They will analyze the relationships among assessment, instruction, and learning. Students will write objectives, develop test questions based on a test blueprint, and analyze various methods of establishing reliability and validity for testing procedures. Students will explore the implications of standardized testing in nursing education. Other focus areas include overall student, course, and program evaluation.

Credits: 3 SH

- [NUR 5525 - Teaching and Learning in the College Setting](#)

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NUR 5525 - Teaching and Learning in the College Setting

This course allows the graduate nursing student to work with a preceptor in a college or university setting. The graduate student has the opportunity to select and operationalize an aspect of the teaching and faculty role in an area of interest, and to examine issues in higher education from the perspective of a faculty member. Integration of theoretical concepts and socialization into the role of nurse educator is a major focus.

Prerequisites & Notes

NUR 5510, NUR 5515, NUR 5520 and NUR 5545.

Credits: 3 SH

- [NUR 5530 - Teaching and Learning in the Clinical Setting](#)

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NUR 5530 - Teaching and Learning in the Clinical Setting

This course allows the graduate student to utilize and apply theories and principles of teaching and learning in a clinical specialty setting of interest to the student. A major emphasis will be on clinical teaching, planning, implementation, and evaluation. (15 hours theory; 90 hours precepted experiences)

Prerequisites & Notes

NUR 5520, NUR 5515, NUR 5525 (Prerequisite or Co-requisite), NUR 5545.

Credits: 3 SH

- [NUR 5545 - Curriculum Design in Nursing Education](#)

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NUR 5545 - Curriculum Design in Nursing Education

The central focus on this course is to define the interrelationship between course development and curriculum design.

Prerequisites & Notes

NUR 5510, NUR 5515 and NUR 5520.

Credits: 3 SH

NUR Elective - Take one from the following:

- [NUR 5505 - Reforming Nursing: Historical Trends in Nursing Education](#)

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NUR 5505 - Reforming Nursing: Historical Trends in Nursing Education

This course explores the existing historiography on the topic of higher education and professional studies in the United States. The focus is on historical literature, which provides perspectives on individuals, social movements, and institution building that contributed to transformations in nursing education. Comparisons to developments in related professional education programs provide the context for understanding issues of class, gender, and social power. Readings include both classic and recent historical studies.

Credits: 3 SH

- [NUR 5550 - The Nurse in Academe: Issues in Higher Education](#)

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NUR 5550 - The Nurse in Academe: Issues in Higher Education

This course introduces the graduate nurse to the tripartite role of the faculty member in higher education. General issues such as tenure and promotion, self-governance, legalities and ethics of teaching, academic freedom, and the nature of scholarship as it relates to inquiry, integration, application and teaching are explored. Issues specific to nursing such as the dichotomous nature of nursing practice and higher education are also a major focus of discussion.

Prerequisites & Notes

NUR 5510.

Credits: 3 SH

Leadership / Administration Track

Nursing Leadership / Administration courses

- [NUR 5570 - Nursing Leadership and Administration I](#)

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NUR 5570 - Nursing Leadership and Administration I

This course focuses on the role of the nurse administrator, healthcare organizations, the forces that are changing healthcare, managing and improving the quality of healthcare, models of care, and regulatory issues. A precepted experience is required. (15 hours theory; 90 hours precepted experiences)

Prerequisites & Notes

ORL 5501, and NUR 5520.

Credits: 3 SH

- [NUR 5575 - Nursing Leadership and Administration II](#)

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NUR 5575 - Nursing Leadership and Administration II

This course focuses on the role of the nurse administrator, human resource management, evidence-based practice, managing interdisciplinary teams, collaborative decision making and communication in healthcare, and legal issues of management in a healthcare environment. A precepted experience is required. (15 hours theory; 90 hours precepted experiences)

Prerequisites & Notes

ORL 5501, and NUR 5520.

Credits: 3 SH

NUR Elective - Take one course from the following:

- [NUR 5580 - Inferential Statistics for the Health Sciences](#)

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NUR 5580 - Inferential Statistics for the Health Sciences

Survey of descriptive and inferential statistical methods used commonly in health sciences. Topics include measures of central tendency and dispersion, standardized scores, probability, correlation, regression, t-tests, and ANOVA. Students will learn how to interpret results and apply their knowledge when reading scientific articles. Analyses using SPSS or other appropriate statistical software will also be a major focus.

Credits: 3 SH

- [NUR 5585 - Power and Politics in Healthcare](#)

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NUR 5585 - Power and Politics in Healthcare

This course will introduce the student to the relationships between power and political behavior and how this interaction affects outcomes. Students will learn effective methods to anticipate and respond to political situations, as well as develop strategies for building collaborative relationships with the multiple constituencies in health care.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

Organizational Leadership courses

- [ORL 5501 - Organizational Leadership: Theory and Practice](#)

ORL 5501 - Organizational Leadership: Theory and Practice

This first course in Organizational Leadership will examine key concepts, issues and practices that contribute to effective leadership in a variety of organizations both nationally and internationally. Through a focus on self-reflection and awareness, participants in the course will examine their leadership styles, strengths and challenges and receive useful practical suggestions for improving leadership skills.

Credits: 3 SH

- [ORL 5510 - Organizational Behavior and Change](#)

ORL 5510 - Organizational Behavior and Change

This course focuses upon managing for the future and preparing people for a continuous organizational learning pattern leading to innovation and change. It approaches change from understanding organizational behavior through structural, strategic, political and cultural lenses.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5520 - Organizational Planning and Administration](#)

ORL 5520 - Organizational Planning and Administration

This course focuses on the role of leaders in planning and administration of both profit and non-profit organizations. Includes understanding how to assess the practices of an organization, lead others in strategic planning and decision making and understanding the basics of budgeting and finance, developing a business plan, grant writing and facilitating an environment to empower employees.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5540 - Leadership Ethics](#)

ORL 5540 - Leadership Ethics

This course focuses upon ethical leadership practices in organizations. The course takes an interdisciplinary approach using elements of law, political economy, international business, ethics, and social responsibility. Organizations have social as well as economic responsibilities to society. Ethics and integrity are essential to the process of developing and monitoring organization practices.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

Total Credit Hours: 33

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Organizational Leadership, Master of Arts

 [Print this Page](#)

Offered by the Department of Psychology
Dr. Brian Bridgeforth, Program Director
South Hall 105; (570) 662-4776; e-mail: bbridgef@mansfield.edu

The Masters of Arts in Organizational Leadership at Mansfield University is a distance education program providing advanced knowledge in leadership across a wide spectrum of disciplines and organizational settings. This interdisciplinary program allows students to enhance their knowledge about leadership and the organizational environment, applying leadership skills in real-world settings. The program focuses on the theoretical foundations of leadership and develops practical skills for emerging leaders working in local, regional, national and international organizations. It creates an online leadership learning environment that promotes inclusion, respect, collaboration and a view of leadership development that embraces the values of the Mansfield University Creed: Character, Scholarship, Culture, and Service.

Vision

The Program strives to support Mansfield University's focus on "*Developing Tomorrow's Leaders*". The curriculum will continue to help students to develop practical leadership skills they will apply to real-world organizational settings, enabling them to attain leadership positions in their chosen careers. The Program will utilize emerging technologies to provide students with improved opportunities for engaged distance learning. The Program will continuously grow in size and reputation and develop new partnerships to enhance leadership and workforce development in regional organizations.

Student Learning Outcomes, Organizational Leadership Program

Graduates of the Organizational Leadership Program will demonstrate:

1. An integrated knowledge of leadership theory, organizational behavior theory, change theory, and communication theory.
2. Knowledge of organizational: planning, management, leadership and oversight of human resources.
3. Self-awareness of personal leadership styles, strengths and skills, and a personal plan for leadership development.
4. Scholarly inquiry to evaluate the needs, challenges and opportunities of organizations.
5. Understanding and application of values of diversity, social justice, integrity, ethical analysis, and change to promote the common good.
6. Practical leadership skills:
 - communicating effectively with others within and outside an organization;
 - interpersonal problem solving and conflict resolution;
 - group participation and facilitation;
 - planning and decision making;
 - budgeting;
 - evaluating internal and external environmental forces on an organization and developing a plan to manage change;
 - using current technology, statistical tools and information resources to assist in effective decision making; and
 - implementing needs assessments and evaluations of program and organizational performance.

Core courses

- [COM 5545 - Effective Communication in Leadership Roles](#)

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COM 5545 - Effective Communication in Leadership Roles

Leadership is inherently communicated and in order to lead one must be able to communicate effectively to and with followers. This proposed course will explore modes of communication and leadership and the strengths and weaknesses of those models. Students will examine issues facing leaders such as diversity, the communication of organizational values, response to change, presenting oneself effectively and other concerns. Students will be expected to articulate a perspective of their leadership style and the appropriateness of that style to their work environment.

Credits: 3 cr.

- [ORL 5501 - Organizational Leadership: Theory and Practice](#)

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ORL 5501 - Organizational Leadership: Theory and Practice

This first course in Organizational Leadership will examine key concepts, issues and practices that contribute to effective leadership in a variety of organizations both nationally and internationally. Through a focus on self-reflection and awareness, participants in the course will examine their leadership styles, strengths and challenges and receive useful practical suggestions for improving leadership skills.

Credits: 3 SH

- [ORL 5510 - Organizational Behavior and Change](#)

[]

ORL 5510 - Organizational Behavior and Change

This course focuses upon managing for the future and preparing people for a continuous organizational learning pattern leading to innovation and change. It approaches change from understanding organizational behavior through structural, strategic, political and cultural lenses.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5520 - Organizational Planning and Administration](#)

[]

ORL 5520 - Organizational Planning and Administration

This course focuses on the role of leaders in planning and administration of both profit and non-profit organizations. Includes understanding how to assess the practices of an organization, lead others in strategic planning and decision making and understanding the basics of budgeting and finance, developing a business plan, grant writing and facilitating an environment to empower employees.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5530 - Governance and Community Relations](#)

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ORL 5530 - Governance and Community Relations

This leadership course examines organizational governance, the relationships between organizations and their stakeholder communities and strategies for building and improving those relationships. Emphasis is placed on governance relationships, understanding community context and building improved outreach and

marketing efforts.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5540 - Leadership Ethics](#)

[]

ORL 5540 - Leadership Ethics

This course focuses upon ethical leadership practices in organizations. The course takes an interdisciplinary approach using elements of law, political economy, international business, ethics, and social responsibility. Organizations have social as well as economic responsibilities to society. Ethics and integrity are essential to the process of developing and monitoring organization practices.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5550 - Research, Program Assessment and Evaluation](#)

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ORL 5550 - Research, Program Assessment and Evaluation

This course introduces the skills, attitudes and methods to analyze services offered to both public and private organizations in a wide range of fields. In addition, basic research methodology is covered to illustrate the importance of a scientific approach to organizational research and problem-solving projects. Students will learn to formulate a problem, choose research methods, clearly articulate the past research and then collect, analyze and present new data with new interpretations and conclusions.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

Electives

Take 6 credits from the following:

- [ORL 5571 - Leadership In A Global Society](#)

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ORL 5571 - Leadership In A Global Society

This course focuses upon understanding the nature of communicating, collaborating and negotiating in diverse cultures across the globe. Examination of one's ethnocentric viewpoint will be emphasized through experiential activities. Understanding others' cultural values, learning to communicate in diverse populations and becoming aware of global etiquette will also be emphasized in this course.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5572 - Entrepreneurial Leadership](#)

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ORL 5572 - Entrepreneurial Leadership

Entrepreneurial leadership encompasses an understanding of how to analyze the calculated risks necessary to launch into a new venture.

This course covers the process of starting and operating a new organization, through assembling resources, examining the risks and potential benefits of moving forward, examining the market, developing a business plan and recruiting the right team of people. At each stage, participants will examine how these processes must be viewed through analysis of individual, group and societal contexts.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5573 - The Drama and Rhetoric of Leadership](#)

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ORL 5573 - The Drama and Rhetoric of Leadership

Although the concepts dramaturgy, rhetoric, sense making, organizing, and storytelling are well established in the literature on philosophy, cognitive studies, organization studies, sociology, theatre, cinema, psychology, communication, and culture studies – the ways in which these conceptual fields are interrelated remains unexplored. The crux of dramaturgical theory in this context is that each of us creates, throughout a complex system of everyday interactions, dramatic impressions of organizational life based on a particular framing, or staging, of various socially constructed scenes. Dramaturgy is about the creation, maintenance, and destruction of socially constructed realities. This interdisciplinary tactic to leadership studies has two primary aims: (1) to promote thinking about how confluent cognitive, emotional, and organization changes are socially constructed, and (2) to coach the planning and performing of rhetorical action in real teams and organizations.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

- [ORL 5574 - Team Leadership](#)

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ORL 5574 - Team Leadership

This course addresses the conceptual and practical aspects of organizational teams and team leadership. While the leader is a relational element of a group, leadership is an emergent property of a group. Through this course, learners explore the union of these two realities in the context of team. Teams are examined in terms of composition, dynamics, and practice.

Credits: 3 cr.

Practicum

- [ORL 5580 - Organizational Leadership Practicum](#)

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ORL 5580 - Organizational Leadership Practicum

This is an applied experience in an organization with focus on the type of leadership opportunities the student wants to better understand. Students will practice leadership skills in their chosen setting, while being supervised and mentored by a site supervisor and interacting online with other practicum students and the course instructor. One-hundred twenty (120) on-site hours with regular supervision are required for this course.

Prerequisites & Notes

ORL 5501 and 21 credits completed in the program.

Credits: 3 SH

Capstone Course

- [ORL 5595 - Leadership Capstone Seminar](#)

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ORL 5595 - Leadership Capstone Seminar

The Leadership Capstone course is designed as a summative evaluation experience for students in the master's program. A major project and portfolio will be developed with guidance by the faculty mentor. The purpose of the project and leadership portfolio is to showcase students' leadership skills.

Prerequisites & Notes

21 credits completed in the Organizational Leadership Program (all required core courses).

Co-requisites: ORL-5580

Credits: 3 SH

Total Credit Hours: 33

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School Library and Information Technologies, Letter of Completion - Technologies for Digital Literacy

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Offered by the Department of School Library and Information Technologies

Ms. Cynthia Keller, Chairperson

Retan Center 202D; (570) 662-4676; email ckeller@mansfield.edu

(717) 816-6995 (home office)

Technologies for the Digital Literacies Letter of Completion provides educational opportunities to certified professionals in the areas of technology and digital literacy including accessing, using and presenting information from print or electronic sources. Three 3-credit courses and one 1-credit course (10 credits) are required for the letter of completion. The courses are embedded in the M.Ed. in School Library & Information Technologies program.

The program is designed for

- School librarians seeking additional professional development specifically in the areas of technology and digital literacy
- Classroom teachers who are required to teach technology applications to students in a classroom, computer lab, or school library
- Professionals who want to learn about assistive technology to meet the specialized needs of students
- Professionals who have interest in copyright and legal issues related to the first amendment - freedom to read

Program Learning Outcomes

Letter of Completion candidates will be able to:

- Apply the basic concepts, hardware and protocols associated with modern computer networks and networking and the interaction and reliance upon each other for functionality for the ability to access library resources.
- Identify assistive technologies for students with disabilities, explain the importance of classroom and physical space issues as they relate to technology, and show the importance of systematic renewal/planning for technology.
- Discuss educators' Fair Use of Others' intellectual property in PK-12 instructional situations and explain how the First Amendment and citizens' free speech right relates to libraries and classrooms.
- Articulate legal and ethical issues related to the privacy of minors in school libraries and the classroom.
- Identify, evaluate, and thoughtfully integrate current and emerging information and communication technologies to promote inquiry and learning and develop research skills in the K12 environment.
- Provide the outline and tools to create an electronic professional portfolio using a web based software program that demonstrates professional growth, advocacy, leadership, and reflective practice.

Candidates can complete the Letter of Completion program in one or two years; however candidates are allowed up to three years to complete the letter. Every course is offered at least twice each year. Some courses are offered during summer. For additional information, refer to the website: mansfield.edu/school-library-online-masters/.

Mission/Vision

The mission of the Technologies for the Digital Literacies Letter of Completion program is to provide educational opportunities to certified professionals in the areas of technology and digital literacy including accessing, using, and presenting information from print or electronic sources. The Letter of Completion supports the mission of Mansfield University and the Teacher Education Unit.

Candidates who qualify for this program need to be certified teachers or school librarians who meet or provide the following:

- Graduate application
- \$25 application processing fee
- One academic or professional letter of recommendation
- Copy of current teaching certificate
- Evidence of at least one completed undergraduate degree program
- Official transcripts from every college/university where coursework was completed
- Minimum cumulative GPA of 3.0 on a 4.0 scale (may calculate GPA on the last 48 semester hours)

If GPA is 2.7 to 2.999, then applicant will be considered for *provisional acceptance into the program.

*Provisional acceptance is granted to those applicants who do not quite meet the minimum GPA requirement for full admission into a graduate program but meet all other admission requirements and show academic promise within the discipline. Provisionally accepted students will work with an advisor to schedule and complete a minimum of twelve (12) graduate level credits. Once the student can demonstrate that s/he is capable of succeeding at the graduate level (achieving a 3.0 or higher on 12+ graduate credits), then, through department recommendation, the student may be eligible to continue on the path toward graduation or reapply to the degree plus certification program.

Letter of Completion Courses

- [LSC 5511 - School Library Technologies](#)

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LSC 5511 - School Library Technologies

This course presents an overview of typical network and Internet protocols with an emphasis on understanding the associated electronic delivery of instructional resources and services. The course will cover the basics of networking including wireless technologies, and basic web technologies. Assistive technologies for students with disabilities, consideration of classroom and physical space issues as they relate to technology, and the systematic renewal / planning for technology will also be covered. Technological aspects of the use of mobile devices and social media as they are associated to the school library will also be considered. A primary objective for this class is to develop an understanding of the concepts and terminology of computing networks to assist in working with technology coordinators and school administrators in the use and acquisition of computer related resources and the ability to envision (if not implement) ways of using various technologies for the 21st century learner.

Credits: 3 cr.

- [LSC 5541 - Information Fluency for the Digital Landscape](#)

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LSC 5541 - Information Fluency for the Digital Landscape

Information Fluency for Digital Landscapes course emphasizes participation in professional learning networks, creation and maintenance of a learning portfolio, production of instructional digital stories, screencasts, and posters, curation of resources and instruction in the form of a collaborative Research LibGuide and a reflective, process-conscious, culminating research investigation. School library candidates will have the opportunities to identify, evaluate, and thoughtfully integrate current and emerging information and communication technologies to promote inquiry and learning and develop research skills in the K12 environment.

Credits: 3 cr

- [LSC 5546 - Current School Library Issues: Legal & Ethical Perspectives](#)

[]

LSC 5546 - Current School Library Issues: Legal & Ethical Perspectives

School library candidates will explore current issues facing school librarians through legal and ethical prisms while weighing changes in professional practice. Participants will explore five major issue areas: copyright; 2) minors' privacy in a school library; 3) intellectual freedom including the First Amendment, filtering, self-censorship, and challenges to library and classroom resources; 4) access to library resources and services for students with special needs; and 5) advocacy for minors' intellectual freedom. For each issue, participants will examine the legal requirements under the First amendment, federal, and/or state laws; consider the gray-area dilemmas faced daily; seek guidance from the ALA *Code of Ethics* and other core professional statements; and determine best practice in an ever-changing environment. With an emphasis on discussion and blogging with experts, and use of other social media tools, school library candidates will engage in real-life practical exercises and creative projects.

Credits: 3cr

Culminating course by advisor approval - E-Portfolio

Total Credit Hours: 10

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School Library and Information Technologies, Master of Education

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Offered by the Department of School Library and Information Technologies

Ms. Cynthia Keller, Chairperson

Retan Center 202D; (570) 662-4676; e-mail ckeller@mansfield.edu

(717) 816-6995 (home office)

The School Library & Information Technologies department offers the degree program, Master of Education (M.Ed.) with two concentrations, Certification and Non-Certification. The total number of credit hours for this degree is 31 - 33. The M.Ed. is a distance education program that emphasizes practice-oriented outcomes and offers students the following:

1. Close bonds with faculty who are committed to sharing their many years of practical experience and leadership in the school library community
2. Convenience of online courses designed for working adults who cannot or find it difficult to attend a traditional library school
3. Collaboration with practitioners and leaders in the school library community who provide advice on course development and revision
4. Authentic assessment of practical, standards-based skills to enhance the learning experience

Mansfield University's School Library and Information Technologies program is nationally reviewed and recognized by the American Association of School Librarians (AASL), 50 East Huron Street, Chicago, IL 60611-2795, (800) 545-2533, www.aasl.org.

The Master of Education, School Library & Information Technologies program is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, DC 20036, (202) 466-7496, www.ncate.org/ and by the Pennsylvania Department of Education which has teacher certification reciprocity agreements with the other states.

Most candidates can complete the online master's program in two to three years. A one year completion is possible but not recommended for candidates holding a job. Candidates are allowed up to seven years to complete the program. Every course is offered at least twice each year. Some courses are offered during summer. For additional information, refer to the website: mansfield.edu/school-library-online-masters/. Due to the online delivery, many non-Pennsylvania and international students successfully complete this degree and earn school library certification in their state.

Mission

The mission of the School Library and Information Technologies graduate program is to empower school librarians with the skills and knowledge to assume an essential role in their school as leaders, instructional partners, information specialists, teachers, and program administrators of library and information services. The M.Ed. supports the mission of Mansfield University and the Teacher Education Unit.

In developing the program, the following core documents guided curriculum design: ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation, the national standards; *Empowering Learners: Guidelines for School Library Programs*; *Standards for the 21st Century Learners*, a document that offers vision for teaching and learning; *Standards for Pennsylvania School Library Certification and Practice*, the state school library association standards; and the *Pennsylvania Department of Education Library Science Standards for the Preparation of Public School Educators*. These guidelines represent the best thinking in the profession and reflect the emerging role of the school librarian as a critical educational leader.

Vision

Graduates with a M.Ed. degree will be identified as leaders in their schools, districts, and professional organizations as a result of their lifelong dedication to enhance school library services. Graduate program faculty in the M.Ed. program are committed to:

- Enhancing learning with interactive technologies for all students, regardless of physical location or disability in an online, web-based environment.
- Preparing skilled and knowledgeable school librarians based on the national school library guidelines, *Empowering Learners: Guidelines for School Library Media Programs*.
- Offering a transformative, personal learning experience facilitated by successful practitioners who apply best practices from contemporary educational theory within a highly practical, problem-solving environment.

Graduates of the School Library and Information Technologies program will demonstrate the knowledge, skills, and disposition necessary to develop and manage library and information services in a PreK-12 setting. As M.Ed. candidates, students will meet or exceed the competencies of state and national school library professional organizations, as follows:

1. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and

- implement instruction that engages students' interest and develops their ability to inquire, think critically, gain and share knowledge. (ALA/AASL Standard 1)
2. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. (ALA/AASL Standard 2)
 3. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice. (ALA/AASL Standard 3)
 4. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement. (ALA/AASL Standard 4)
 5. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, managements, and administration. (ALA/AASL Standard 5)
 6. Candidates apply fundamental concepts of library science to teaching K-12 grade students (PDE Standard I)
 7. Candidates foster student learning through multiple instructional methodologies (PDE Standard II)
 8. Candidates foster professionalism in school and community settings (PDE Standard III)

The following two concentrations are available in the M.Ed., School Library and Information Technologies Program:

School Library & Information Technologies Certification Concentration

Coordinator: Ms. Cynthia Keller
Retan Center 202D; (570) 662-4676; e-mail: ckeller@mansfield.edu
(717) 816-6995 (home office)

The certification concentration is designed for teacher-certified educators who are seeking Pennsylvania certification to be school librarians, K-12.

School Library Certification for Pennsylvania Residents

Pennsylvania certified teachers who complete the following 33-credit program with a 3.0 GPA or better can request the addition of "Library Science" to their teaching certificate by the Pennsylvania Department of Education (PDE). This certification is granted for grades K- 12. Candidates for the certification concentration:

1. Have earned at least a B in the four core special education courses, required by the Pennsylvania Department of Education, or their equivalent:
 - SPE 5501 - Educating Children with Exceptional Learning Needs
 - SPE 5530 - Diverse Cultural and Linguistic Learners
 - SPE 5542 - Assessment and Behavior Management
 - SPE 5544 - Instruction for High Incidence Disabilities
2. Completed 10 core courses of the School Library & Information Technologies graduate program
3. Completed the culminating, three-credit School Library Practicum (LSC 5565) course
4. Earned at least a 3.0 GPA in graduate course work
5. Passed the state-required Library Media Specialist PRAXIS II Test (0311)

Although Pennsylvania certified teachers can become certified school librarians by passing the Library Media Specialist PRAXIS II Test, completion of the School Library & Information Technologies program fully prepares the candidate for the rigors of the job. The following course plan of 31 credits is designed for PRAXIS-certified school librarians who have been working as a professional school librarian for at least one consecutive year prior to taking the culminating LSC 5565 course.

1. Have earned at least a B in four core special education courses, required by the Pennsylvania Department of Education, or their equivalent:
 - SPE 5501 - Educating Children with Exceptional Learning Needs
 - SPE 5530 - Diverse Cultural and Linguistic Learners
 - SPE 5542 - Assessment and Behavior Management
 - SPE 5544 - Instruction for High Incidence Disabilities
2. Completed 10 core courses of the School Library & Information Technologies graduate program
3. Completed the culminating, one-credit School Library Practicum (LSC 5565) course
4. Earned at least a 3.0 GPA in graduate course work

Students must contact the Department Chairperson (Ms. Cynthia Keller) for approval to take the one-credit School Library Practicum (LSC 5565) culminating experience course.

School Library Certification for Non-Pennsylvania Residents

Out-of-state students may seek Pennsylvania school library certification by applying for reciprocity to the Pennsylvania Department of Education. Pennsylvania has reciprocal certification agreements with all states. Known as the Interstate Agreement, this provision allows teachers certified in a particular state to teach in reciprocal states, sometimes with additional requirements. Even though Pennsylvania may have a reciprocal certification agreement with another state, out-of-state students must contact their state's department of education to identify additional requirements needed for transferring PA library certification to their state.

An out-of-state student who wishes to earn Pennsylvania school library certification first and then use the Interstate Agreement to secure certification in his or her state needs to meet these Pennsylvania requirements:

1. Hold a baccalaureate degree
2. Have completed a state-approved teacher education program, including a supervised student teaching experience, leading to a teaching certificate
3. Have taken at least three (3) credits of college-level English composition coursework, three (3) credits of college-level English literature coursework and six (6) credits of mathematics courses (at least undergraduate level)
4. Passed the Educational Testing Services (ETS) test for Library Science:
 - Educational Specialist who did not take the PRAXIS I or the PAPA tests as undergraduates must take the PAPA test to become certified.
 - Post-baccalaureate candidates must take the specific certification area test(s). If you are already certified and adding another certificate, you only have to take the test(s) corresponding to the new certification area. PRAXIS II Test for Library Media Specialist (0311)
Note: the PRAXIS II test should be taken near or at the end of the School Library & Information Technologies program
5. Completed all required courses in the School Library & Information Technologies program (31-33 credits) which includes either the one or three-credit School Library Practicum (LSC 5556) culminating experience course, depending on whether the candidate is certified as a school librarian and has worked as a professional school librarian for at least one consecutive year prior to taking the culminating course
6. Have earned at least a B in four core special education courses, required by the Pennsylvania Department of Education, or their equivalent:
 - SPE 5501 - Educating Children with Exceptional Learning Needs
 - SPE 5530 - Diverse Cultural and Linguistic Learners
 - SPE 5542 - Assessment and Behavior Management
 - SPE 5544 - Instruction for High Incidence Disabilities
7. Have earned at least a 3.0 GPA in graduate coursework
8. Received the recommendation from the Certification Officer at Mansfield University

Student Learning Outcomes, School Library & Information Technologies Certification Concentration

As M. Ed. candidates, students will meet or exceed the competencies of state and national school library professional organizations, as follows:

1. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. (ALA/AASL Standard 1)
2. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. (ALA/AASL Standard 2)
3. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice. (ALA/AASL Standard 3)
4. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement. (ALA/AASL Standard 4)
5. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. (ALA/AASL Standard 5)
6. Candidates apply fundamental concepts of library science to teaching K-12 grade students (PDE Standard I)
7. Candidates foster student learning through multiple instructional methodologies (PDE Standard II)
8. Candidates foster professionalism in school and community settings (PDE Standard III)
9. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. (AASL Standard 1.1)
10. Candidates present information literacy skills instruction that will meet the needs of the exceptional child as well as the diverse cultural and linguistic learner

Certification Concentration Courses

- [LSC 5501 - Instructional Collaboration](#)

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LSC 5501 - Instructional Collaboration

Skills necessary to implement a library information curriculum will be developed. Students will recognize the role of the librarian as leader in curriculum planning and professional development. They will identify resources necessary to support the instructional program.

Prerequisites & Notes

LSC 5560.

Credits: 3 SH

- [LSC 5505 - Children's and Young Adult Literature](#)

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LSC 5505 - Children's and Young Adult Literature

This course provides background knowledge to locate, compare, and select basic library resources for the learning needs of the K-12 school environment. Students will learn to apply reading strategies and the knowledge of test scores and text readability scores to resource provision. Course materials and activities will also address developmentally appropriate, multicultural, and special needs resources. Opportunity for hands-on examination of basic school library resources through practicum activities in a school or public library will be provided.

Credits: 3 SH

- [LSC 5511 - School Library Technologies](#)

[]

LSC 5511 - School Library Technologies

This course presents an overview of typical network and Internet protocols with an emphasis on understanding the associated electronic delivery of instructional resources and services. The course will cover the basics of networking including wireless technologies, and basic web technologies. Assistive technologies for students with disabilities, consideration of classroom and physical space issues as they relate to technology, and the systematic renewal / planning for technology will also be covered. Technological aspects of the use of mobile devices and social media as they are associated to the school library will also be considered. A primary objective for this class is to develop an understanding of the concepts and terminology of computing networks to assist in working with technology coordinators and school administrators in the use and acquisition of computer related resources and the ability to envision (if not implement) ways of using various technologies for the 21st century learner.

Credits: 3 cr.

- [LSC 5515 - Collection Management in the Electronic Age](#)

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LSC 5515 - Collection Management in the Electronic Age

Outlines a process for developing both an in-house, available library collection and an external, accessible collection of learning resources, focusing on the needs and requirements of the school learning community. The main objective is learning the necessary skills and background knowledge to implement a collection development process: profiling the needs of the learners, assessing existing collections, establishing selection criteria for various formats of resources, making acquisitions decisions, and promoting the use of the resources. Students will use various selection tools and learn the parts and importance of a written collection development policy.

Credits: 3 SH

- [LSC 5521 - Introduction to Electronic Cataloging](#) OR

[]

LSC 5521 - Introduction to Electronic Cataloging

This course is designed for school librarians who wish to provide their patrons with the most successful access to their school library collections. Course participants will develop skills to apply the principles of description (cataloging) and organization (classification) of print and media recourse. The application of RDA, the MARC21 format, Sears List and Library of Congress subject headings, and the Dewey Decimal Classification system will be emphasized. Students will also become familiar with integrated library systems, the evolving OPAC, and the consideration of various cataloging services relevant to the school library environment.

Credits: 3

- [LSC 5522 - Advanced Electronic Cataloging](#)

[]

LSC 5522 - Advanced Electronic Cataloging

This course is designed for graduate students with prior cataloging knowledge who want to increase access to their school library collections. Course participants will advance skills to apply the principles of description (cataloging) and organization (classification) of print, media, and digital resources. The application of RDA, Curriculum-Enhanced MARC, Authority Control, Subject Access points, and the Dewey Decimal Classification system will be emphasized. Students will also develop local standards for cataloging specifications, apply database clean-up and maintenance tasks, and explore the decision making process for migration of integrated library systems.

Prerequisites & Notes

Completion of undergraduate/graduate cataloging course and/or at least 3 years experience in working with electronic cataloging in a school library.

Credits: 3

- [LSC 5525 - Strategic Library Management](#)

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LSC 5525 - Strategic Library Management

Focus is on a broad spectrum of expertise and skills needed to manage a school library. Topics include: the development of missions and priorities, strategies and techniques of budgeting, staff supervision and scheduling, development of procedures and policies, long-range and strategic planning, overseeing acquisitions, use of space, furnishings, equipment, and resources. Students will explore methods to

assess the library program and methods to maintain a position of leadership and professionalism within their school. Issues dealing with a "safe" school library environment will be identified.

Credits: 3 SH

- [LSC 5535 - Information Literacy and Academic Standards](#)

[]

LSC 5535 - Information Literacy and Academic Standards

Examine the role of the library Media Specialists as teacher, instructional partner, information specialist, and program administrator as each relates to information literacy. Review state and national academic standards and develop competencies in writing information literacy curriculum. Prepare information skills lessons for school students and design staff development programs in information skills across the curriculum for teachers and other school staff.

Credits: 3 SH

- [LSC 5541 - Information Fluency for the Digital Landscape](#)

[]

LSC 5541 - Information Fluency for the Digital Landscape

Information Fluency for Digital Landscapes course emphasizes participation in professional learning networks, creation and maintenance of a learning portfolio, production of instructional digital stories, screencasts, and posters, curation of resources and instruction in the form of a collaborative Research LibGuide and a reflective, process-conscious, culminating research investigation. School library candidates will have the opportunities to identify, evaluate, and thoughtfully integrate current and emerging information and communication technologies to promote inquiry and learning and develop research skills in the K12 environment.

Credits: 3 cr

- [LSC 5565 - School Library Practicum](#) (culminating experience)

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LSC 5565 - School Library Practicum

All students who seek a M.ED in School Library& Information Technologies must complete either a one credit or three credit School Library Practicum course. The one credit course will be for students who are already certified as school library media specialists. The basic requirement for this course is publishing an electronic portfolio. The three credit course is designed for students who are not already certified school library media specialists. In addition to publishing an electronic portfolio, students seeking three credits must complete a 100-hour practicum in a local school library. The practicum allows students to demonstrate that they have developed the knowledge, skills and dispositions necessary to become an effective efficient school library media specialist. This one or three variable credit course will occur during the spring and fall semesters only.

Prerequisites & Notes

21 credits in the SL< program and must include LSC 5501 and LSC 5530.

Credits: 1-3 SH

Total Credit Hours: 31 - 33

School Library & Information Technologies Non-Certification Concentration

Coordinator: Ms. Cynthia Keller

*Retan Center 202D; (570) 662-4676; e-mail: ckeller@mansfield.edu
(717) 816-6995 (Home Office)*

The non-certification concentration is designed for teacher-certified educators who are not seeking Pennsylvania certification in school library but will request Certification/Licensure/or Endorsement in library science, K-12, in accordance with requirements of their state Department of Education.

Student Learning Outcomes, School Library & Information Technologies Non-Certification Concentration

As M. Ed. candidates, students will meet or exceed the competencies of state and national school library professional organizations, as follows:

1. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. (ALA/AASL Standard 1)
2. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. (ALA/AASL Standard 2)
3. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice. (ALA/AASL Standard 3)
4. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement. (ALA/AASL Standard 4)
5. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. (ALA/AASL Standard 5)
6. Candidates apply fundamental concepts of library science to teaching K-12 grade students (PDE Standard I)
7. Candidates foster student learning through multiple instructional methodologies (PDE Standard II)
8. Candidates foster professionalism in school and community settings (PDE Standard III)

Any student who is seeking only the Master of Education degree, without school library certification, must complete all graduate coursework as well as either the one or three-credit School Library Practicum (LSC 5565) culminating experience course, with a 3.0 GPA or better. Students must contact the Department Chairperson (Ms. Cynthia Keller) for approval to take the one-credit School Library Practicum (LSC 5565) culminating experience course.

Non-Certification Concentration Courses

- [LSC 5501 - Instructional Collaboration](#)

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LSC 5501 - Instructional Collaboration

Skills necessary to implement a library information curriculum will be developed. Students will recognize the role of the librarian as leader in curriculum planning and professional development. They will identify resources necessary to support the instructional program.

Prerequisites & Notes

LSC 5560.

Credits: 3 SH

- [LSC 5505 - Children's and Young Adult Literature](#)

[]

LSC 5505 - Children's and Young Adult Literature

This course provides background knowledge to locate, compare, and select basic library resources for the learning needs of the K-12 school environment. Students will learn to apply reading strategies and the knowledge of test scores and text readability scores to resource provision. Course materials and activities will also address developmentally appropriate, multicultural, and special needs resources. Opportunity for hands-on examination of basic school library resources through practicum activities in a school or public library will be provided.

Credits: 3 SH

- [LSC 5511 - School Library Technologies](#)

[]

LSC 5511 - School Library Technologies

This course presents an overview of typical network and Internet protocols with an emphasis on understanding the associated electronic delivery of instructional resources and services. The course will cover the basics of networking including wireless technologies, and basic web technologies. Assistive technologies for students with disabilities, consideration of classroom and physical space issues as they relate to technology, and the systematic renewal / planning for technology will also be covered. Technological aspects of the use of mobile devices and social media as they are associated to the school library will also be considered. A primary objective for this class is to develop an understanding of the concepts and terminology of computing networks to assist in working with technology coordinators and school administrators in the use and acquisition of computer related resources and the ability to envision (if not implement) ways of using various technologies for the 21st century learner.

Credits: 3 cr.

- [LSC 5515 - Collection Management in the Electronic Age](#)

[]

LSC 5515 - Collection Management in the Electronic Age

Outlines a process for developing both an in-house, available library collection and an external, accessible collection of learning resources, focusing on the needs and requirements of the school learning community. The main objective is learning the necessary skills and background knowledge to implement a collection development process: profiling the needs of the learners, assessing existing collections, establishing selection criteria for various formats of resources, making acquisitions decisions, and promoting the use of the resources. Students will use various selection tools and learn the parts and importance of a written collection development policy.

Credits: 3 SH

- [LSC 5521 - Introduction to Electronic Cataloging](#) OR

LSC 5521 - Introduction to Electronic Cataloging

This course is designed for school librarians who wish to provide their patrons with the most successful access to their school library collections. Course participants will develop skills to apply the principles of description (cataloging) and organization (classification) of print and media recourse. The application of RDA, the MARC21 format, Sears List and Library of Congress subject headings, and the Dewey Decimal Classification system will be emphasized. Students will also become familiar with integrated library systems, the evolving OPAC, and the consideration of various cataloging services relevant to the school library environment.

Credits: 3

- [LSC 5522 - Advanced Electronic Cataloging](#)

LSC 5522 - Advanced Electronic Cataloging

This course is designed for graduate students with prior cataloging knowledge who want to increase access to their school library collections. Course participants will advance skills to apply the principles of description (cataloging) and organization (classification) of print, media, and digital resources. The application of RDA, Curriculum-Enhanced MARC, Authority Control, Subject Access points, and the Dewey Decimal Classification system will be emphasized. Students will also develop local standards for cataloging specifications, apply database clean-up and maintenance tasks, and explore the decision making process for migration of integrated library systems.

Prerequisites & Notes

Completion of undergraduate/graduate cataloging course and/or at least 3 years experience in working with electronic cataloging in a school library.

Credits: 3

- [LSC 5525 - Strategic Library Management](#)

LSC 5525 - Strategic Library Management

Focus is on a broad spectrum of expertise and skills needed to manage a school library. Topics include: the development of missions and priorities, strategies and techniques of budgeting, staff supervision and scheduling, development of procedures and policies, long-range and strategic planning, overseeing acquisitions, use of space, furnishings, equipment, and resources. Students will explore methods to assess the library program and methods to maintain a position of leadership and professionalism within their school. Issues dealing with a "safe" school library environment will be identified.

Credits: 3 SH

- [LSC 5535 - Information Literacy and Academic Standards](#)

LSC 5535 - Information Literacy and Academic Standards

Examine the role of the library Media Specialists as teacher, instructional partner, information specialist, and program administrator as each relates to information literacy. Review state and national academic

standards and develop competencies in writing information literacy curriculum. Prepare information skills lessons for school students and design staff development programs in information skills across the curriculum for teachers and other school staff.

Credits: 3 SH

- [LSC 5541 - Information Fluency for the Digital Landscape](#)

[]

LSC 5541 - Information Fluency for the Digital Landscape

Information Fluency for Digital Landscapes course emphasizes participation in professional learning networks, creation and maintenance of a learning portfolio, production of instructional digital stories, screencasts, and posters, curation of resources and instruction in the form of a collaborative Research LibGuide and a reflective, process-conscious, culminating research investigation. School library candidates will have the opportunities to identify, evaluate, and thoughtfully integrate current and emerging information and communication technologies to promote inquiry and learning and develop research skills in the K12 environment.

Credits: 3 cr

- [LSC 5565 - School Library Practicum](#) (culminating experience)

[]

LSC 5565 - School Library Practicum

All students who seek a M.ED in School Library& Information Technologies must complete either a one credit or three credit School Library Practicum course. The one credit course will be for students who are already certified as school library media specialists. The basic requirement for this course is publishing an electronic portfolio. The three credit course is designed for students who are not already certified school library media specialists. In addition to publishing an electronic portfolio, students seeking three credits must complete a 100-hour practicum in a local school library. The practicum allows students to demonstrate that they have developed the knowledge, skills and dispositions necessary to become an effective efficient school library media specialist. This one or three variable credit course will occur during the spring and fall semesters only.

Prerequisites & Notes

21 credits in the SL< program and must include LSC 5501 and LSC 5530.

Credits: 1-3 SH

Total Credit Hours: 31 - 33

[\[Archived Catalog\]](#)

Special Education, Master of Education

 [Print this Page](#)

*Offered by the Department of Education and Special Education
Dr. Kathleen Carico, Chairperson
Retan Center 207D, (570) 662-4562, e-mail kcarico@mansfield.edu*

The Education and Special Education Department offers the degree program Master of Education (M.Ed.), Special Education with two concentrations, Certification and Non-Certification. The M.Ed. is chosen by those pursuing a master's degree with a special education emphasis. The minimum number of credit hours required for this degree is 33 (or 36 if the thesis option is completed).

Teaching requires knowledgeable, creative, and committed professionals who make informed decisions on behalf of their students. Through studies in education, M.Ed. graduate students become more knowledgeable, skilled and confident teacher leaders. They also learn to collaborate with colleagues, to be lifelong learners, and to lead by example. Courses and research experiences in the graduate program are designed to prepare reflective teacher leaders. This program is also designed to develop knowledge in research, curriculum, supervision, and adaptive strategies meeting the needs of all learners.

The Mansfield University Special Education Program is nationally recognized by the Council for Exceptional Children at the Initial Teacher Preparation level. The certification concentration is designed for educators who are certified at the initial level in another education field. The graduates of this concentration are prepared to meet the special education certification requirements in Pennsylvania. Students in the non-certification concentration will not be prepared for certification in Pennsylvania. The non-certification concentration for candidates from education and related fields not seeking special education certification provides the opportunity to develop an understanding of special education programs and services for individuals with exceptional learning needs.

Mission

The mission of the Special Education Degree Program of study (M.Ed.) is to provide candidates with a specialization in special education.

The M.Ed. in Special Education supports the mission of Mansfield University, the Teacher Education Unit, and the Education and Special Education Department.

Vision

Graduates with an M.Ed., Special Education degree will be identified as leaders in their schools, districts, and professional organizations as a result of their lifelong dedication to enhance special education services.

Values

Graduate program faculty in the Master of Education, Special Education Degree Program are committed to providing the following:

- Curricula of rigor and relevance through a model of continuous reflection, assessment, and collaboration
- Standards of professional growth and performance that challenge faculty to maintain the highest quality of teaching and that challenge students to a life of scholarship, leadership, and continuous professional growth
- Support of student learning through equitable, caring, and stimulating professional relationships
- Development of students' leadership skills to ensure that their respective schools follow best practice in using evidence-based instruction

Student Learning Outcomes for the Master of Education, Special Education Degree Program

After completion of the M.Ed. degree, students will be able to:

- Use their knowledge to enhance elementary classroom instruction, design effective assessments, and improve student learning for all children in a variety of settings.
- Develop and nurture collaborations with professional communities and participate in professional organizations to continue growth and enhance professional effectiveness in ever-broadening educational and community settings.
- Draw on knowledge of and collaborations with local communities to ensure an equitable, safe, effective learning environment for all children and to interact with students and families in culturally responsive ways.
- Communicate professional and curricular decisions confidently and effectively, both orally and in writing, to students, parents, administrators, school board officials, and other important stakeholders.

The following two concentrations are available in the M.Ed., Special Education Degree Program:

Special Education Certification Concentration

Coordinator: Professor Jannis Floyd
Retan Center 208B; 662-4795; jfloyd@mansfield.edu

In this online master's level special education certification concentration, candidates will be prepared to meet the demands for providing special education support in the Pennsylvania public schools. The concentration will provide an intensive and in-depth focus on special education in inclusive and support classrooms. The preparatory course work, based on PDE guidelines, will include knowledge, skills and field experience in (a) special education foundations; (b) understanding and preventing over-representation of diverse students in special education; (c) prevention and early intervention; (d) development of academic and functional performance needs of students with disabilities; (e) individual learning differences; (f) development of diverse learners in a standards aligned system focusing upon cognitive, physical, social, behavioral, and language domains; (g) instructional strategies; (h) learning environments and social interactions; (i) least restrictive environment-school wide delivery; (j) communication; (k) literacy development and instruction; (l) instructional planning; (m) instructional strategies for students in inclusive, support and self-contained settings; (n) assessment; (o) professional and ethical practice; (p) collaboration; and (q) secondary transition. The research, training and evaluation activities will be geared to the student's grade level certifications.

This concentration will require an early childhood, middle level or secondary teacher certification prior to admission into the M.Ed. Special Education Certification Concentration. Coursework equivalents will be accepted from accredited universities and community colleges. The thirty-six credit graduate concentration will include a three (3) credit research course, nine (9) credits of inclusive education courses, three (3) credits of linguistic diversity, twelve (12) credits of special education foundation courses, three (3) credits of related educational topics and two 3 credit courses of clinical experience. The clinical practicum courses will be taken in two separate semesters and will consist of 90 hours of field experience total. In addition, students will have experience in varied special education service delivery placements. Graduate courses will promote advanced study, action-research, and service and leadership opportunities. Developing professional dispositions and appropriate pedagogical uses of technology will be integrated throughout the concentration.

Candidates must complete departmental requirements: comprehensive written examination, oral examination and a departmental research paper. This should be completed near the end of the program.

Mission

The mission of the Special Education Graduate (M.Ed.) Concentration is to provide candidates with a specialization in special education. The certification concentration is designed for educators who are certified at the Initial level in another education field; these candidates are prepared to meet the special education certification requirements. The M.Ed. in Special Education supports the missions of Mansfield University, the Teacher Education Unit, and the Education and Special Education Department.

Values

Graduate faculty in the M.Ed. Concentration in Special Education with certification are committed to the following:

- Offering opportunities for integration of knowledge
- Permitting greater depth of learning
- Heightening receptivity to new ideas, viewpoints and beliefs
- Improving research skills and enhance skills of critical analysis
- Building skills in leadership process
- Expanding abilities to work independently
- Encouraging application of acquired knowledge and skills in classroom instruction
- Refining capability to initiate, define, and synthesize viewpoints and concepts
- Developing methods of dealing with change
- Promoting a vision of schools as places of equal access, excellent instruction, and supportive environments for all children

Student Learning Outcomes, Special Education Certification Concentration*

1. Evidence-based Theories
 - Candidates will demonstrate knowledge of evidence-based principles and theories in Special Education (foundations, laws and policy, historical influences, diversity issues, prevention and early intervention).
2. Knowledge of Students with Disabilities
 - Candidates will demonstrate knowledge of cognition and development of students with disabilities.
3. Assessment
 - Candidates will demonstrate knowledge and skills in identifying, administering, interpreting and planning instruction based on assessment components, guided by the legal policies and ethical principles of measurement and assessment.
4. Positive Environment
 - Candidates will demonstrate knowledge and skills to create an environment which fosters an appreciation of diversity, a sense of safety and emotional well-being, and positive social interactions.
5. Professionalism
 - Candidates will demonstrate knowledge, skills, and attitudes in professional and ethical practices including the dispositions necessary for effective teaching: maintaining an equitable and safe classroom

- environment; demonstrating ethical behavior in all practices; exercising responsible judgments in dealings with students, colleagues, and parents; and planning, teaching and assessing students with a high degree of competence.
6. Family and Community
 - Candidates will demonstrate knowledge and skills in effective collaboration with families, other educators, related service providers and personnel from community agencies in culturally responsive ways.
 7. Differentiation
 - Candidates will demonstrate knowledge and skills in specially designed instruction in academic and non-academic areas for all service settings through the use of differentiated instruction.

* These outcomes are based on standards issued by the Council for Exceptional Children, <http://www.cec.sped.org/>, 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, Phone: 888-232-773, TTY: 866-915-5000.

Special Education (M.Ed.) Certification Courses

Research

- [ED 5500 - Methods and Materials of Research](#)

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ED 5500 - Methods and Materials of Research

An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis and development of reliable conclusions.

Credits: 3 SH

Special Education Core

- [SPE 5501 - Educating Children with Exceptional Learning Needs](#)

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SPE 5501 - Educating Children with Exceptional Learning Needs

This course identifies the history and foundation of special education. Graduate students will develop a working knowledge of the characteristics, prevalence's, causes, effective interventions and family concerns of IDEA eligible categories of disabilities and gifted.

Credits: 3 SH

- [SPE 5530 - Diverse Cultural and Linguistic Learners](#)

[]

SPE 5530 - Diverse Cultural and Linguistic Learners

This course addresses the social, economic, political, ethnic and linguistic characteristics of individual with exceptional learning needs. Graduates will examine current issues, strategies methodologies that impact individuals in their schools and communities. Culturally relevant materials and techniques will be researched and developed.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

- [SPE 5543 - Assessment and Behavior Management](#)

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SPE 5543 - Assessment and Behavior Management

An investigation of the principals of behavior theory for classroom teaching techniques, particularly with children with disabilities. General and specific methods for generating, strengthening and maintain desirable behaviors will be stress. Conditioning of both academic skills and non academic behaviors on an individual and group bases will be considered. Functional Behavior Assessment will be introduced in order to facilitate positive behavior support methods. Direct experience in modifying the behavior of individuals will be arranged.

Credits: 3crs

- [SPE 5544 - Instruction for High Incidence Disabilities](#)

[]

SPE 5544 - Instruction for High Incidence Disabilities

This course provides an in-depth look at the assessment-instruction cycle and effective teaching-learning strategies that will benefit the learning of children with disabilities in the various service delivery options. Based on research-supported methods, students will develop assessment and remediation strategies to monitor children's academic progress. Field component required.

Credits: 3 SH

(These courses may be waived for students who have completed them or their transfer-equivalents at the undergraduate level.)

A minimum of 33 credits / maximum of 36 credits is required for the degree. If two, three, or four of these courses are waived, the student must replace them with 3 - 9 credits of Education, Elementary Education, or Special Education Electives, in order to reach the minimum-required 33 credits.

Special Education Foundations

- [SPE 5508 - Instruction for Low Incidence Disabilities](#)

[]

SPE 5508 - Instruction for Low Incidence Disabilities

Teacher education candidates will study the nature and needs of children with moderate to severe disabilities. Focus will be on the educational and transitional needs of these individuals. The teacher education candidates will develop knowledge and skills in identification, assessment, educational techniques and strategies which are coupled with supportive measure, materials and techniques. The teacher candidate will research best practices for education students with severe disabilities which will include instructional adaptations and assistive technology. A field component will be required.

Credits: 3 SH

- [SPE 5511 - Communication and Communication Disorders](#)

[]

SPE 5511 - Communication and Communication Disorders

This course will focus on speech, language and communication disorders with applications to school age children, language and communication difficulties associated with specific disability types and assessment practices. Students will examine evidence-based practices language and communication disorders. A field

component will be required - observation and interview.

Credits: 3 SH

- [SPE 5541 - Behavior Adaptation](#)

[]

SPE 5541 - Behavior Adaptation

The intent of the course is to present a detailed overview of the principles of behavior modification, following the Law of Association and the law of Effect. Positive behavioral support will be emphasized, using evidenced based practice for the public school environment.

Credits: 3 SH

- [SPE 5550 - Advanced Curriculum Development in Special Education](#)

[]

SPE 5550 - Advanced Curriculum Development in Special Education

Advanced study of curriculum principles and practices for special needs learners of diverse background. Discussion of regular education curriculum mandates, appropriate modifications, specialized teaching, curriculum writing formats, evaluation, and resource materials.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

Education Topics

- [ELE 5523 - Foundations of Reading Instruction](#)

[]

ELE 5523 - Foundations of Reading Instruction

Theories of reading development; approaches to reading instruction; effective classroom organizations and practices; emergent literacy; content area reading; developing word identification and comprehension strategies; integrated language arts and literature in teaching reading.

Credits: 3 SH

Field Experience

- [SPE 5570 - Clinical Practicum](#) (six credits across two semesters)

[]

SPE 5570 - Clinical Practicum

An in-class and supervised professional field practicum in a special education setting. A transition between pre-professional and full professional status for the graduate student.

Prerequisites & Notes

Prerequisite: Site selection and arrangement approved by faculty advisor.

Credits: 3-6 SH

Total Credit Hours: 33 - 36

Special Education Non-Certification Concentration

*Coordinator: Dr. Jannis Floyd
Retan Center 208B; 662-4795; jfloyd@mansfield.edu*

The special education non-certification concentration provides professionals an understanding of the foundations and theory of the field of special education. This concentration is designed for those interested in the field of special education but not pursuing teacher certification.

Candidates must complete departmental requirements: comprehensive written examination, oral examination and a departmental research paper. This should be completed near the end of the program.

Mission

The mission of the Special Education Graduate program (M.Ed.) of study is to provide candidates with a specialization in special education. The non-certification concentration for candidates from education and related fields not seeking special education certification provides the opportunity to develop knowledge of special education programs and services for individuals with exceptional learning needs. The M.Ed. in Special Education supports the missions of Mansfield University, the Teacher Education Unit, and the Education and Special Education Department.

Values

Graduate faculty in the M.Ed. program with a concentration in Special Education non-certification are committed to the following:

- Offering opportunities for integration of knowledge
- Permitting greater depth of learning
- Heightening receptivity to new ideas, viewpoints and beliefs
- Improving research skills and enhance skills of critical analysis
- Building skills in leadership process
- Expanding abilities to work independently
- Encouraging application of acquired knowledge and skills
- Refining capability to initiate, define, and synthesize viewpoints and concepts
- Developing methods of dealing with change

Student Learning Outcomes, Special Education Non-Certification*

1. Evidence-based Theories
 - Candidates will demonstrate knowledge of evidence based principles and theories in Special Education (foundations, laws and policy, historical influences, diversity issues, prevention and early intervention).
2. Knowledge of Students with Disabilities
 - Candidates will demonstrate knowledge of cognition and development of students with disabilities.
3. Assessment
 - Candidates will demonstrate knowledge and skills in identifying, administering, interpreting and planning instruction based on assessment components, guided by the legal policies and ethical principles of measurement and assessment.
4. Positive Environment
 - Candidates will demonstrate knowledge and skills to create an environment which fosters an appreciation of diversity, a sense of safety and emotional well-being, and positive social interactions.
5. Professionalism
 - Candidates will demonstrate knowledge and skills in professional and ethical practices.
6. Family and Community
 - Candidates will demonstrate knowledge and skills in effective collaboration with families, other educators, related service providers and personnel from community agencies in culturally responsive ways.

* The outcomes are based on standards issued by the Council for Exceptional Children, <http://www.cec.sped.org/>; 2900 Crystal Drive, Suite 1000, Arlington, VA 22202-3557, Phone: 888-232-7733, TTY: 866-915-5000.

Special Education Non-Certification Concentration Courses

Research

- [ED 5500 - Methods and Materials of Research](#)

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ED 5500 - Methods and Materials of Research

An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis and development of reliable conclusions.

Credits: 3 SH

Special Education Foundations

- [ED 5540 - School Law](#)

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ED 5540 - School Law

Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The course is designed for persons concerned with the implications of school law.

Credits: 3 SH

- [SPE 5501 - Educating Children with Exceptional Learning Needs](#)

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SPE 5501 - Educating Children with Exceptional Learning Needs

This course identifies the history and foundation of special education. Graduate students will develop a working knowledge of the characteristics, prevalence's, causes, effective interventions and family concerns of IDEA eligible categories of disabilities and gifted.

Credits: 3 SH

- [SPE 5530 - Diverse Cultural and Linguistic Learners](#)

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SPE 5530 - Diverse Cultural and Linguistic Learners

This course addresses the social, economic, political, ethnic and linguistic characteristics of individual with exceptional learning needs. Graduates will examine current issues, strategies methodologies that impact individuals in their schools and communities. Culturally relevant materials and techniques will be researched and developed.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

- [SPE 5541 - Behavior Adaptation](#)

SPE 5541 - Behavior Adaptation

The intent of the course is to present a detailed overview of the principles of behavior modification, following the Law of Association and the law of Effect. Positive behavioral support will be emphasized, using evidenced based practice for the public school environment.

Credits: 3 SH

- [SPE 5544 - Instruction for High Incidence Disabilities](#)

SPE 5544 - Instruction for High Incidence Disabilities

This course provides an in-depth look at the assessment-instruction cycle and effective teaching-learning strategies that will benefit the learning of children with disabilities in the various service delivery options. Based on research-supported methods, students will develop assessment and remediation strategies to monitor children's academic progress. Field component required.

Credits: 3 SH

Special Education Topics - In consultation with advisor, select 15 credits from the following:

- [SPE 5503 - Psycho-Educational Diagnostics](#)

SPE 5503 - Psycho-Educational Diagnostics

Principles and practices of coordinated diagnosis of the problems of exceptional children within various environments and cultures. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique.

Credits: 3 SH

- [SPE 5511 - Communication and Communication Disorders](#)

SPE 5511 - Communication and Communication Disorders

This course will focus on speech, language and communication disorders with applications to school age children, language and communication difficulties associated with specific disability types and assessment practices. Students will examine evidence-based practices language and communication disorders. A field component will be required - observation and interview.

Credits: 3 SH

- [SPE 5554 - Law and Individuals with Disabilities](#)

SPE 5554 - Law and Individuals with Disabilities

Survey and description of major legal developments pertaining to identification, placement, education, services, and rights of individuals with disabilities across the lifespan. Discussion of implications for administrators, teachers, support staff, parents, and employers.

Credits: 3 SH

- [SPE 5560 - Problems in Special Education](#)

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SPE 5560 - Problems in Special Education

In-depth survey of current problems, issues, and trends in Special Education.

Credits: 3 SH

- [SPE 5580 - Special Education Workshops](#)

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SPE 5580 - Special Education Workshops

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

Credits: 1-6 SH

- [SPE 5581 - Special Education Workshops](#)

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SPE 5581 - Special Education Workshops

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

Credits: 1-6 SH

Total Credit Hours: 33

[Archived Catalog]**Courses**[Contract All Courses](#) |  [Print this Page](#)**• ANH 5501 - World Cultures**

Comparative study of selected major cultural areas of the world. Institutional patterns characterizing the cultural complexes of Europe and Southwest Asia, South Asia, Southeast Asia, North and South America, and Africa south of the Sahara will be examined. This course improves cultural understanding by developing awareness, appreciation, understanding and sensitivity to other cultures around the world. It looks at the pattern of culture change over time and its impact on people.

Prerequisites & Notes

Permission of instructor.

Credits: 3 SH When Offered: Infrequently offered course

• ARE 5533 - Administration and Supervision of Art Education

The investigation and identification of the roles, duties and responsibilities of art administration and art supervisors. Review the development and implementations of art programs in the public schools and in other environments with practical application directed toward the student's present position.

Credits: 3 SH

• ARE 5534 - Application of Aesthetic Theory

The concept of relating philosophic application of art and aesthetic content to the nature and comprehension of creativity.

Credits: 3 SH

• ARE 5535 - Art For Students With Diverse Needs

An exploration of types of characteristics of children who are special: either gifted, physically disabled, emotionally disturbed, or culturally deprived, and strategies for art experiences with these children.

Prerequisites & Notes

ED 2205.

Credits: 3 SH

• ARE 5536 - History and Philosophy of Art Education

This course entails an exploration of the History of art education and its past and present Philosophies and Theories. Students will examine how socio-cultural forces and events have impacted art education. Current trends and research in art education will be looked at in depth.

Credits: 3 SH

• ARE 5537 - Art Across the Curriculum

This course explores methods for incorporating art into other subjects. Students will learn how to develop interdisciplinary (integrated) lessons that address multiple intelligences, are intellectually stimulating, and help develop children's problem-solving skills.

Credits: 3 SH

• ARE 5540 - Art in the Community

The course looks at the specific needs for community programs that are settings for an art educational experience outside of the K-12 classroom. Nursing homes, pre-schools, and after-school programs will be the focus of the observation and participation element of the course.

Prerequisites & Notes

Graduate Art Education status.

Credits: 3 SH Dual Listed: ARE 4440.

- **ARE 5590 - Art Education in the Elementary Curriculum**

A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

Credits: 3 SH

- **ARE 5593 - Art Education in the Secondary Curriculum**

An intensive appraisal of teaching strategies, methods and techniques in the secondary school. Emphasis on investigation and exploration of problems with methods for improvement and practical change.

Credits: 3 SH

- **ARE 5594 - Qualitative Research in Arts Education**

Basic methods and procedures of qualitative research; APA writing style; leads to development of thesis or research project proposal.

Credits: 3 SH Dual Listed: MU 5594

- **ARE 5598 - Research**

In this course the candidate for the M.Ed. in Art will submit a proposal for a research topic in art education. The student will then research the approved topic and write a scholarly document according to research paper specifications.

Credits: 3 SH Notes: This course is taken after completion of all other coursework.

- **ARE 5599 - Thesis**

After completion of all required course work the candidate for the M.Ed. in Art will submit a proposal to his advisor for a research topic. The candidate will complete a written scholarly document for presentation to the graduate committee.

Credits: 6 SH

- **ARH 5501 - Cultural Origins of Art**

A travel-study seminar abroad visiting various countries around the world. The course is planned as an intensive study of the humanities and cultures from which various art styles emerged. The director will conduct lectures throughout the tour.

Credits: 3 SH

- **ARH 5502 - Art of The Far East**

Introduction and some in-depth study of Eastern Art. Cultural areas and arts covered are: India, China and Japan. Method of teaching involves reading, lectures, discussions, museum visits, films, a research and a specialized topic and an oral report on the topic. Students are encouraged to investigate resources, art monuments, collections, objects and philosophy.

Credits: 3 SH

- **ARH 5503 - Art of The 15th and 16th Centuries**

The study of architecture, sculpture and painting in Italy, Flanders, Germany, France and Spain of the 15th and 16th centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.

Credits: 3 SH

- **ARH 5504 - Major Trends in Art of the 17th and 18th Centuries**

A travel-study seminar abroad visiting various countries around the world. Provides intensive study of the humanities and cultures from which various art styles emerge. Lectures will be conducted throughout the tour by the director.

Credits: 3 SH

- **ARH 5505 - Major Trends in Modern Art**

A study of the major movements in modern art since the late nineteenth century, with analysis of techniques and concepts in their historical context; close attention to the characteristics and significance of the work of leading figures and the movements considered.

Credits: 3 SH

• **ARH 5506 - History of African-American Art**

An investigation of contemporary African-American artists and their contributions to American society. An in-depth look into African-American history and its effect on art today.

Credits: 3 SH

• **ARH 5508 - Art and Mythology of Ancient Greece**

A study of the relationship between art and mythology in ancient Greece from the Bronze Age through the Classical and Hellenistic periods.

Credits: 3 SH

• **ARH 5509 - Women in Art**

A study of the accomplishments and contributions of women in art and architecture from antiquity to the twentieth century. Women as subjects in art will also be examined, with emphasis on the cultural and artistic milieu in which they are represented.

Credits: 3 SH

• **ARH 5510 - Women in Ancient Greek Art**

A study of women as subjects and patrons of ancient Greek art, with emphasis on the cultural and artistic milieu in which they are represented.

Credits: 3 SH

• **ARH 5527 - Major Trends in Architecture**

Comprehensive study of the history of monumental buildings. Cultural trends, historical innovations, and individual contributions will be examined.

Credits: 3 SH

• **ARH 5528 - Major Trends in American Art**

A study of the major trends in the art and architecture of the United States from the colonial period to the present.

Credits: 3 SH

• **ART 5431 - Printmaking**

An exploration into the printmaking processes of woodcut, lithography, serigraphy, calligraphy, etching, and engraving with emphasis on their use for creative expression.

Prerequisites & Notes
ARE 3331 or equivalent.

Credits: 1-6 SH

• **ART 5501 - Painting**

The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience, or to pursue experiments in unfamiliar media to increase the breadth of his/her knowledge.

Prerequisites & Notes
ARE 3301 or equivalent.

Credits: 1-6 SH

• **ART 5518 - Photography**

Prior courses in photography or extensive photographic experience are necessary before taking this level of

photography.~~All assignments will be on an individual basis with the goal being to give a one-person show at the end.~~

Prerequisites & Notes

ARE 3318 or equivalent.

Credits: 1-6 SH

• **ART 5520 - Graduate Art Seminar**

This course was designed to meet the needs of graduate students who are not currently employed as in-service teachers or new graduate students who have not taken Art Seminar (ART 4403) as an undergraduate at Mansfield University. Art Seminar provides students with the opportunity to further exchange ideas, enhance critical dialectic, and to participate in activities relevant to professional artist and art educators. In addition, students enrolled in Graduate Art Seminar will compile, focus, reflect, and organize their educational experience at Mansfield University into an electronic vita and professional portfolio. Students will be expected to give oral presentations. This course will further prepare Master of Education (M.Ed.), Art majors for a career in teaching.

Credits: 2 SH

• **ART 5530 - Digital Photography**

A course designed to learn the digital camera in acquiring images, in preparing them on the computer for print, and in presenting prints in various formats. This course will sharpen the ability to recognize and develop a personal view of the world through photography.

Prerequisites & Notes

ARE 3330 or equivalent.

Credits: 3 SH

• **ART 5538 - Multicultural Crafts**

This class stresses the mastery skills of 2-D and 3-D craft ideas from around the world. Students will be required to work with a variety of materials and equipment and explore the history of crafts. Projects will be researched and designed on an individual basis.

Prerequisites & Notes

ART 2238 or ART 3338.

Credits: 1-6 SH

• **ART 5545 - 2-D Fibers**

The creative application of the principles and elements of design and color theory to fibers and fabrics. Techniques may include weaving, rug making, dyeing processes, basketry, macram, crochet and lace making.

Prerequisites & Notes

ARE 3345 or equivalent.

Credits: 1-6 SH Dual Listed: ART 3345 and ART 4445.

• **ART 5546 - 3-D Fibers**

Fibers constructions used by ancient peoples to create textiles. Felting leads to spinning. Knitting and knotless netting lead into weaving and basketry. The floor looms are used to explore color and pattern in woven textiles.

Prerequisites & Notes

ART 2240, ART 2244, ART 2248 and ART 2250.

Credits: 1-6 SH Dual Listed: ART 3446 and ART 4446.

• **ART 5548 - Drawing**

An opportunity for the serious drawing student to translate original responses into visual statements that are inventive and personal. Investigations and explorations aimed at developing individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress on dialogue between teacher and student, plus group interaction.

Credits: 1-6 SH

• **ART 5550 - Figure Drawing**

Drawing course concentrating on the visual language of the proportion, gesture, and composition of the human figure. Focus will be on the figure as inspiration, subject matter, abstraction and personal narrative. Exploration of ideas, techniques and "master" works included.

Credits: 1-6 SH Dual Listed: ART 2250 and ART 3350.

- **ART 5551 - Metalcraft**

A studio course in applied metal design and advanced techniques in metalcraft. Project assignment will be based on student's prior experience and interests in metal. Students will be exposed to a wide variety of methods of manipulating and fabricating metal forms. Student exposure will also include various methods of casting metal.

Credits: 1-6 SH

- **ART 5565 - Computer Graphics**

Hands-on training in educational and graphic applications for teaching. A comprehensive survey of advanced principles and practices on the Macintosh computer as they relate to fine arts, to education, and to the community with media processes.

Credits: 1-6 SH

- **ART 5571 - Ceramics**

An advanced studio course for the art teacher interested in bringing the importance of ceramics (past and modern world) to his or her students.

Credits: 1-6 SH

- **ART 5581 - Sculpture**

A studio course in three-dimensional concepts and advanced techniques in sculpture. Project assignment will be based on student experience and interests in sculptured forms. Students will have the opportunity to work additively or subtractively in wood, stone, metal and will receive exposure to foundry casting.

Credits: 1-6 SH

- **ART 5593 - Special Topics**

This course is constructed each time it is offered to address different contemporary or historical issues, media, and/or techniques of importance in art and art education.

Prerequisites & Notes

ART 2240, ART 2244, ART 2248 and ART 2250.

Credits: 3 SH

- **ART 5595 - Special Projects**

An art project undertaken by an individual with special needs, special interests or special problems in art or art education. The student and instructor will mutually develop project goals.

Credits: 1-6 SH Permission Required: Permission of the instructor, chairperson and Associate Provost are required.

- **ART 5596 - Exhibition**

Planning and execution of an exhibition of artwork produced during graduate studies. Contextual paper, artist statement, reception, advertising, as well as making the original art for display will be involved in this practice-based research project.

Prerequisites & Notes

Graduate Art Education status.

Credits: 6 SH

- **BIO 5561 - Management of Small Impoundments**

Theory, practice, and demonstration of managing farm ponds for optimal sport fishing.

Prerequisites & Notes

6 SH of college biology and permission of instructor.

Credits: 3 SH When Offered: Infrequently offered course

- **BIO 5562 - Management of Streams and Large Impoundments**

Theory, practice, and demonstration of managing streams, rivers, natural lakes and large impoundments for optimal sport fishing.

Prerequisites & Notes

6 SH of college biology and permission of instructor.

Credits: 3 SH When Offered: Infrequently offered course

- **COM 5545 - Effective Communication in Leadership Roles**

Leadership is inherently communicated and in order to lead one must be able to communicate effectively to and with followers. This proposed course will explore modes of communication and leadership and the strengths and weaknesses of those models. Students will examine issues facing leaders such as diversity, the communication of organizational values, response to change, presenting oneself effectively and other concerns. Students will be expected to articulate a perspective of their leadership style and the appropriateness of that style to their work environment.

Credits: 3 cr.

- **ED 5500 - Methods and Materials of Research**

An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis and development of reliable conclusions.

Credits: 3 SH

- **ED 5505 - Educational Psychology**

Focuses upon the application of learning theory principles in educational settings. This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching. Students will learn how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching.

Credits: 3SH

- **ED 5506 - Field Experience**

This is a site-based pre-student teaching field experience in a diverse ethnic, language or SES community. Students will participate daily in public school classrooms in their field of study. Based on the site location, students will participate in community projects, interact in learning forums with other pre-service teachers and visit historical and cultural sites and museums.

Credits: 9SH

- **ED 5510 - Fostering Adolescent Content Literacy**

Investigates current and foundational research on adolescent learning theory as it applies to literacy development and acquisition. Provides proven core strategies that develop lifelong literacy skills and allow students to make meaning through interaction with varied forms of text, including non-print media, with the goal of enhancing student's content comprehension and access to vocabulary. Designed for the needs of the secondary content area teacher. Offered in a modular timeframe format.

Credits: 3 SH Dual Listed: ED 3310.

- **ED 5531 - Social Foundations of Education**

The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.

Credits: 3 SH

- **ED 5532 - Historical Foundations of Education**

The historical development of American education and study of European influences on the philosophies and practices of American schools. Historical trends are related to current problems and practices in education.

Credits: 3 SH

- **ED 5535 - Foundations of Education**

A study of the people and forces that impact American education through study of the history and philosophy of education. Development of new perspectives on contemporary educational issues.

Credits: 3 SH

- **ED 5540 - School Law**

Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The course is designed for persons concerned with the implications of school law.

Credits: 3 SH

- **ED 5545 - Analysis and Evaluation of Pupil Growth**

Current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives.

Credits: 3 SH When Offered: Infrequently offered course

- **ED 5553 - Applications in Literacy Coaching**

Field-based literacy coaching for certified reading specialists. Emphasis on needs-analysis and effective and collaborative professional development in literacy-related pedagogy in the school setting.

Prerequisites & Notes

Reading Specialist certification.

Credits: 3 SH Dual Listed: ELE 5553.

- **ED 5554 - Curriculum: Principles and Contemporary Thought**

A course which studies significant curriculum concepts giving particular attention to the following areas of curriculum study: (1) the dimensions of curriculum as a field of study, (2) forces affecting the curriculum, (3) the anatomy of the curriculum, (4) quality of curriculum, and (5) processes of curriculum development and implementation.

Prerequisites & Notes

Certification in an area of education or one of the following courses: ED 5545, ED 5531, ED 5532, ED 5533 or ED 5535.

Credits: 3 SH

- **ED 5562 - Cross-Curricular Teaching with Children's Literature**

Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

Credits: 3 SH Dual Listed: ELE 5562

- **ED 5565 - Children's Literature for the Middle Grades**

An investigation of the types and uses of children's literature in middle grades, 4-8, with discussion of genres, integration of reading and writing, introduction of literary analysis, reading across the curriculum, and activities to foster literary appreciation, criticism, and creative expression.

Credits: 3 SH Dual Listed: ELE 5565

- **ED 5568 - Selected Topics in Children's Literature**

An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

Credits: 3 SH Dual Listed: ELE 5568

- **ED 5569 - Children's Literature in the Classroom: Related Research**

Content is designed as a seminar to provide an overview of major research findings in the area of teaching children's literature and to allow students to pursue a topic of interest through an investigation of research.

Credits: 3 SH Dual Listed: ELE 5569

- **ED 5570 - Endless Mountain Summer Writing Institute**

An affiliate of the National Writing Project (which is a sponsor in this grant-funded program) that offers educators in all disciplines and curricular areas the opportunity to come together as a diverse professional community of both teachers and writers. Workshops will include professional readings that focus on writing as a way of learning, daily writing/response sessions, and teacher demonstrations.

Credits: 6 SH Dual Listed: ELE 5570 Notes: Participation in the projects' post-institute professional development program is required.

- **ED 5571 - Endless Mt Writing Project Advanced Institute**

Advanced inquiry into the role of the teacher as writer, researcher, change agent and professional leader. Enrollment is by invitation; prior application and interview are required, as is documented completion of a National Writing Project Summer Institute.

Prerequisites & Notes

Successful completion of a National Writing Project Summer Institute at an NWP-approved site.

Credits: 3 SH Permission Required: Yes

- **ED 5592 - The Teacher and Educational Leadership**

Culminating examination of basic problems and current trends in education, emphasizing the role of the teacher as professional leader in improving the educational program. An individual final project will be completed outlining a professional course of action for the chosen problem. The course is for elementary (M.Ed) and secondary (M.S.Ed.) program students during their final semester of graduate studies.

Prerequisites & Notes

ED 5500.

Credits: 3 SH When Offered: Infrequently offered course Dual Listed: ELE 5592.

- **ED 5596 - Supervision: Principles and Current Practices**

This course introduces principles and practices of supervision that support the professional development of teachers. Topics include the role of teaching and learning to teach; components of effective teaching; Mansfield University's teacher education programs, including student teaching; supervision versus evaluation; clinical supervision; and multi-cultural issues related to supervision.

Prerequisites & Notes

Certification in an area of education or one of the following courses: ED 5545, ED 5531, ED 5532, ED 5533, or ED 5535.

Credits: 3 SH

- **ED 5597 - Independent Study**

Designed for particular student needs relevant to specific problem areas and/or needs in the student's school district.

Credits: variable credit

- **ED 5600 - Continuous Enrollment**

Continuous enrollment provides library access to graduate students who have completed their graduate courses and are working on a thesis or oral presentation.

Credits: 0 SH Notes: The course may be repeated.

- **ED 6601 - Critical Topics Seminar for Supervisors**

A seminar providing a theoretical and practical base for topics related to school supervision.

Credits: 3 SH

- **ED 6602 - Internship in School Supervision**

(Elementary Education, Secondary Education, and Special Education) Internship in school supervision is a post-master's supervised, professional, on-site field experience in a supervisory setting. During the internship, a full-time practicum in schools, the candidate will assume the role of the supervisor in practice under the guidance of well-qualified school

personnel actively engaged in supervision. University staff will regularly visit the internship site to observe, advise, and evaluate as the candidate relates theory to practice.

Credits: 3 SH

- **EDTL 6604 - (LH): Designing Assessments Using performance Standards**

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

Credits: 3 SH

- **EDTL 6609 - (LH): Classroom Management & Control**

Designed to promote student mastery of theory and practice related to classroom management. Explores Glasser's choice theory, a humanistic view, quality school I implementation, Cantor's assertive discipline, a technical view, and the practical uses of these concepts with students in the classroom. Students develop a repertoire of strategies to use for preventing and managing classroom discipline with all types of students and situations.

Credits: 3 SH

- **EDTL 6694 - (LH) Reflective Practice and Action Research II**

The purpose of this course is to provide graduate students experiences in executing and reporting classroom based, action research. In addition, as a culminating program activity, it provides the opportunity to develop a professional portfolio which brings together all of the learning experiences along with a reflective statement that represents the students philosophy, teaching/learning theories and practices, and evidences of professional growth throughout the program.

Prerequisites & Notes

Restricted to graduate students who have successfully completed 12 graduate credits including EDTL 6600 or approval from the instructor.

Credits: 3 Cr.

- **ELE 5502 - Innovative Educational Practices**

A course designed to give students opportunities to critically examine innovative ideas, plans and practices; to develop strategies and models, which can be tested in classroom situations; and to participate in sessions designed to critically appraise these strategies and models.

Credits: 1-3 SH When Offered: Infrequently offered course

- **ELE 5503 - Elementary Language Arts**

The course examines theory, research, and practices of effective integrated elementary language arts instruction. Methods of teaching listening, speaking, reading, writing, viewing, and visual representations are discussed. Featured topics include elementary writing instruction, spelling, grammar, handwriting, word study, poetry, technology, reader's theater, and uses of children's literature to teach language arts. Students who have previously taken ELE 4403 in an on-line format may not take ELE 5503.

Credits: 3SH

- **ELE 5505 - Seminar in Early Childhood Education**

An advanced seminar in planning developmentally appropriate, early childhood programs. Topics include: theories of teaching and learning; planning integrated curriculums with thematic units and centers; guiding children's learning; assessing and evaluating learning; including all children and their families.

Credits: 3 SH

- **ELE 5523 - Foundations of Reading Instruction**

Theories of reading development; approaches to reading instruction; effective classroom organizations and practices; emergent literacy; content area reading; developing word identification and comprehension strategies; integrated language arts and literature in teaching reading.

Credits: 3 SH

- **ELE 5524 - Diagnosis of Reading Difficulties**

Identifying reasons for reading failure; characteristics, advantages, and shortcomings of formal and informal assessments; naturalistic assessment techniques; selecting appropriate assessments for individual students; communicating with parents; professional roles of the reading specialist.

Credits: 3 SH

- **ELE 5528 - Developmental and Remedial Reading in the Middle and Secondary School**

Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.

Credits: 3 SH

- **ELE 5529 - Remediation of Reading Difficulties**

Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

Credits: 3 SH

- **ELE 5530 - Reading and Study Practicum (Elementary)**

Culminating supervised practicum experience in the reading specialist certification program. Assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

Credits: 3 SH

- **ELE 5531 - Reading and Study Practicum (Middle and Secondary School Students)**

Culminating supervised practicum experience in the reading specialist certification program; assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

Prerequisites & Notes

At least 3 of the following courses: ELE 5523, ELE 5524, ELE 5528, ELE 5529; ELE 5530 and ELE 5531 are offered in even numbered summers only and must be taken in the same summer; ELE 5530 and ELE 5531 cannot be transferred from another college or university.

Credits: 3 SH

- **ELE 5550 - Advanced Child Growth and Development**

Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence.

Credits: 3 SH

- **ELE 5553 - Applications in Literacy Coaching**

Field-based literacy coaching for certified reading specialists. Emphasis on needs-analysis and effective and collaborative professional development in literacy-related pedagogy in the school setting.

Prerequisites & Notes

Prerequisite: Reading Specialist certification.

Credits: 3 SH Dual Listed: ED 5553.

- **ELE 5560 - Children's Literature, A Multi-Cultural Approach**

A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.

Credits: 3 SH Dual Listed: ED 5560

- **ELE 5561 - Children's Literature, N-3**

An investigation of types and uses of children's literature in early childhood and early elementary settings; emphasis on

genres, children's responses, teachers' roles, reading and writing workshops, guided reading, fostering literary appreciation, incorporating literature throughout the curriculum; varied means of promoting active participation with picture books.

Credits: 3 SH

- **ELE 5562 - Cross-Curricular Teaching with Children's Literature**

Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

Credits: 3 SH Dual Listed: ED 5532

- **ELE 5565 - Children's Literature for the Middle Grades**

An investigation of the types and uses of children's literature in middle grades, 4-8, with discussion of genres, integration of reading and writing, introduction of literary analysis, reading across the curriculum, and activities to foster literary appreciation, criticism, and creative expression.

Credits: 3 SH Dual Listed: ED 5565

- **ELE 5568 - Selected Topics in Children's Literature**

An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

Credits: 3 SH Dual Listed: ED 5568

- **ELE 5569 - Children's Literature in the Classroom: Related Research**

Content is designed as a seminar to provide an overview of major research findings in the area of teaching children's literature and to allow students to pursue a topic of interest through an investigation of research.

Credits: 3 SH Dual Listed: ED 5569

- **ELE 5570 - Endless Mountain Summer Writing Institute**

An affiliate of the National Writing Project (which is a sponsor in this grant-funded program) that offers educators in all disciplines and curricular areas the opportunity to come together as a diverse professional community of both teachers and writers. Workshops will include professional readings that focus on writing as a way of learning, daily writing/response sessions, and teacher demonstrations. Participation in the projects' post-institute professional development program is required.

Credits: 6 SH Dual Listed: ED 5570

- **ELE 5571 - Endless Mt Writing Project Advanced Institute**

Advanced inquiry into the role of the teacher as writer, researcher, change agent and professional leader. Enrollment is by invitation; prior application and interview are required, as is documented completion of a National Writing Project Summer Institute.

Prerequisites & Notes

Successful completion of a National Writing Project Summer Institute at an NWP-approved site.

Credits: 3 SH Permission Required: Yes

- **ELE 5584 - Mathematics for the Elementary School Teacher**

The purpose of this course is to prepare and/or update elementary school teachers' skills for teaching mathematics in the "Information Age." Curriculum and Evaluation Standards for School Mathematics (NCTM Standards), provides the basis for instruction. Focus will be on curricular changes and emphases, instructional methodology and use of materials, and development of skills required of elementary school teachers.

Credits: 3 SH

- **ELE 5586 - Recent Trends in Social Studies**

A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; projection of a program using the potentials of the social studies in a dynamically changing world.

Credits: 1-3 SH

- **ELE 5587 - Elementary Science, Curriculum and Instruction**

Explores principles, problems and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.

Credits: 1-3 SH

- **ELE 5592 - The Teacher and Educational Leadership**

A culminating examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. An individual final project will be completed outlining a professional course of action for the chosen problem. The course is for Elementary (M.Ed) and Secondary (Ms.Ed) program students during their final semester of graduate studies.

Prerequisites & Notes
ED 5500.

Credits: 2-3 SH When Offered: Infrequently offered course Dual Listed: ED 5592.

- **ENG 5501 - Selected Topics in British Literature**

An in-depth study of a particular area of British Literature, may include classroom applications.

Credits: 3 SH

- **ENG 5503 - Selected Topics in World Literature**

An in-depth study of a particular area of World Literature (excluding American and British Lit), may include classroom applications.

Credits: 3 SH

- **ENG 5504 - Selected Topics in Linguistics and Grammar**

An in-depth study of a particular area of Linguistics and Grammar, may include classroom applications.

Credits: 3 SH

- **ENG 5506 - Selected Topics in Literary Theory and Criticism**

An in-depth study of a particular area of Literary Theory and Criticism, may include classroom applications.

Credits: 3 SH

- **ENG 5507 - Selected Topics in Creative Writing**

An in-depth study of a particular area of Creative Writing, may include classroom applications.

Credits: 3 SH

- **ENG 5508 - Selected Topics in American Literature**

An in-depth study of a particular area of American Literature, may include classroom applications.

Credits: 3 SH

- **ENG 5509 - Selected Topics in Composition Pedagogy**

Credits: 3 SH

- **GEG 5515 - Special Problems in Geography**

Offers extensive field experience and the opportunity to observe, first-hand, a variety of natural and human processes and phenomena.

Credits: 2-4 SH When Offered: Infrequently offered course

[\[Archived Catalog\]](#)**Courses**[Contract All Courses](#) | [Print this Page](#)**• HST 5500 - Historiography**

Acquaints the student with basic techniques and procedures in research; treats research and the methods of locating, evaluating and interpreting evidence. The student develops a tentative outline, bibliography and summary of investigative procedure for a research project.

Credits: 3 SH

• HST 5519 - History of Pennsylvania

An in-depth examination of the political, economic, cultural and social development of Pennsylvania, which also involves the role of the Native American and local history.

Credits: 3 SH

• HST 5520 - The Teaching of History in the Secondary Schools

Creation of a teaching unit in history directly transferable to the secondary teaching situation.

Credits: 3 SH

• HST 5531 - Topics in United States History

An in-depth study of a special area of American history that is of current interest with an emphasis on teaching this topic.

Credits: 3 SH

• HST 5532 - Topics in World History

An in-depth study of a special area of world history that is of current interest, with an emphasis on teaching this topic.

Credits: 3 SH

• HST 5533 - Topics in European History

An in-depth study of a special area of European history that is of current interest, with an emphasis on teaching this topic.

Credits: 3 SH

• HST 5595 - Special Projects

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Permission of the instructor, chairperson and Associate Provost are required.

Credits: 1-6 SH When Offered: Infrequently offered course

• LSC 5501 - Instructional Collaboration

Skills necessary to implement a library information curriculum will be developed. Students will recognize the role of the librarian as leader in curriculum planning and professional development. They will identify resources necessary to support the instructional program.

Prerequisites & Notes

LSC 5560.

Credits: 3 SH

• LSC 5505 - Children's and Young Adult Literature

This course provides background knowledge to locate, compare, and select basic library resources for the learning needs of the K-12 school environment. Students will learn to apply reading strategies and the knowledge of test scores and text readability scores to resource provision. Course materials and activities will also address developmentally appropriate, multicultural, and special needs resources. Opportunity for hands-on examination of basic school library resources through practicum activities in a school or public library will be provided.

Credits: 3 SH

• **LSC 5511 - School Library Technologies**

This course presents an overview of typical network and Internet protocols with an emphasis on understanding the associated electronic delivery of instructional resources and services. The course will cover the basics of networking including wireless technologies, and basic web technologies. Assistive technologies for students with disabilities, consideration of classroom and physical space issues as they relate to technology, and the systematic renewal / planning for technology will also be covered. Technological aspects of the use of mobile devices and social media as they are associated to the school library will also be considered. A primary objective for this class is to develop an understanding of the concepts and terminology of computing networks to assist in working with technology coordinators and school administrators in the use and acquisition of computer related resources and the ability to envision (if not implement) ways of using various technologies for the 21st century learner.

Credits: 3 cr.

• **LSC 5515 - Collection Management in the Electronic Age**

Outlines a process for developing both an in-house, available library collection and an external, accessible collection of learning resources, focusing on the needs and requirements of the school learning community. The main objective is learning the necessary skills and background knowledge to implement a collection development process: profiling the needs of the learners, assessing existing collections, establishing selection criteria for various formats of resources, making acquisitions decisions, and promoting the use of the resources. Students will use various selection tools and learn the parts and importance of a written collection development policy.

Credits: 3 SH

• **LSC 5521 - Introduction to Electronic Cataloging**

This course is designed for school librarians who wish to provide their patrons with the most successful access to their school library collections. Course participants will develop skills to apply the principles of description (cataloging) and organization (classification) of print and media recourse. The application of RDA, the MARC21 format, Sears List and Library of Congress subject headings, and the Dewey Decimal Classification system will be emphasized. Students will also become familiar with integrated library systems, the evolving OPAC, and the consideration of various cataloging services relevant to the school library environment.

Credits: 3

• **LSC 5522 - Advanced Electronic Cataloging**

This course is designed for graduate students with prior cataloging knowledge who want to increase access to their school library collections. Course participants will advance skills to apply the principles of description (cataloging) and organization (classification) of print, media, and digital resources. The application of RDA, Curriculum-Enhanced MARC, Authority Control, Subject Access points, and the Dewey Decimal Classification system will be emphasized. Students will also develop local standards for cataloging specifications, apply database clean-up and maintenance tasks, and explore the decision making process for migration of integrated library systems.

Prerequisites & Notes

Completion of undergraduate/graduate cataloging course and/or at least 3 years experience in working with electronic cataloging in a school library.

Credits: 3

• **LSC 5525 - Strategic Library Management**

Focus is on a broad spectrum of expertise and skills needed to manage a school library. Topics include: the development of missions and priorities, strategies and techniques of budgeting, staff supervision and scheduling, development of procedures and policies, long-range and strategic planning, overseeing acquisitions, use of space, furnishings, equipment, and resources. Students will explore methods to assess the library program and methods to maintain a position of leadership and professionalism within their school. Issues dealing with a "safe" school library environment will be identified.

Credits: 3 SH

• **LSC 5531 - School Library Advocacy and Leadership**

LSC 5531 School Library Advocacy and Leadership develops skills in school library candidates to effectively influence key stakeholders and decision makers to support quality school library programs and staffing. Candidates will learn to leverage research, survey data, student achievement scores, and evidence-based program assessments to communicate the role of the school library and librarian as an essential component of K-12 education to school administrators, parents, legislators, community leaders, and others. Additionally, research and effective communication skills will be practiced in locating external funding sources, writing a grant, and developing an action research project to improve school library services and resources. Candidates will develop a three-year advocacy plan that includes active participation in professional learning networks and library associations and reflect on their leadership actions.

Credits: 3

- **LSC 5535 - Information Literacy and Academic Standards**

Examine the role of the library Media Specialists as teacher, instructional partner, information specialist, and program administrator as each relates to information literacy. Review state and national academic standards and develop competencies in writing information literacy curriculum. Prepare information skills lessons for school students and design staff development programs in information skills across the curriculum for teachers and other school staff.

Credits: 3 SH

- **LSC 5541 - Information Fluency for the Digital Landscape**

Information Fluency for Digital Landscapes course emphasizes participation in professional learning networks, creation and maintenance of a learning portfolio, production of instructional digital stories, screencasts, and posters, curation of resources and instruction in the form of a collaborative Research LibGuide and a reflective, process-conscious, culminating research investigation. School library candidates will have the opportunities to identify, evaluate, and thoughtfully integrate current and emerging information and communication technologies to promote inquiry and learning and develop research skills in the K12 environment.

Credits: 3 cr

- **LSC 5546 - Current School Library Issues: Legal & Ethical Perspectives**

School library candidates will explore current issues facing school librarians through legal and ethical prisms while weighing changes in professional practice. Participants will explore five major issue areas: copyright; 2) minors' privacy in a school library; 3) intellectual freedom including the First Amendment, filtering, self-censorship, and challenges to library and classroom resources; 4) access to library resources and services for students with special needs; and 5) advocacy for minors' intellectual freedom. For each issue, participants will examine the legal requirements under the First amendment, federal, and/or state laws; consider the gray-area dilemmas faced daily; seek guidance from the ALA *Code of Ethics* and other core professional statements; and determine best practice in an ever-changing environment. With an emphasis on discussion and blogging with experts, and use of other social media tools, school library candidates will engage in real-life practical exercises and creative projects.

Credits: 3cr

- **LSC 5561 - Seminar in School Librarianship**

This one (1) credit course allows time for the student to reflect, to assess his or her professional growth, and to create an electronic portfolio that represents their educational progress and their plans for professional development. Registration for this course is done by the Instructor only. It will consist of modules that span nine-weeks that include readings, research, and threaded discussions. Each student will create a professional portfolio, revise a resume for career opportunities, and assess his or her professional growth utilizing the current Pennsylvania Library and Science Standards (PDE, 2001). Each student will also conduct a job search, and review professional organizations and continuing education opportunities. All students ARE required to complete Seminar in School Librarianship, including those students who already hold certification as a school library media specialist.

Prerequisites & Notes

LSC 5501 and LSC 5530 and 21 earned credits.

Credits: 1 SH

- **LSC 5563 - Residency in School Librarianship**

This one (1) credit course is offered during the spring and fall semesters only. Students who seek Pennsylvania certification ARE required to complete this course. Students from other states may or may not be required to complete a residency and should ascertain whether or not their state department of education requires the completion of the residency. All out-of-state students should contact their advisor to determine whether they have the appropriate credits and courses to earn certification in their own state. The spring semester residency is held near the end of June, while the fall residency is usually held near the end of October or the beginning of November. While the preferred site will be Harrisburg, Pennsylvania, other sites may be used depending upon the geographic locations of the students in any one semester. The residency allows students to broaden their understanding of how the competencies that they have developed during the program fit together to create an efficient and effective school library media specialist. Students will

be given various opportunities to demonstrate their achievement of the standards as required by the Pennsylvania Department of Education and their readiness to be recommended for certification. This experience will also allow students to form a bond and create a circle of peers that may turn into life-long friendships.

Prerequisites & Notes

LSC 5501, LSC 5530 and LSC 5561 and 21 earned credits.

Credits: 1 SH

• **LSC 5565 - School Library Practicum**

All students who seek a M.ED in School Library& Information Technologies must complete either a one credit or three credit School Library Practicum course. The one credit course will be for students who are already certified as school library media specialists. The basic requirement for this course is publishing an electronic portfolio. The three credit course is designed for students who are not already certified school library media specialists. In addition to publishing an electronic portfolio, students seeking three credits must complete a 100-hour practicum in a local school library. The practicum allows students to demonstrate that they have developed the knowledge, skills and dispositions necessary to become an effective efficient school library media specialist. This one or three variable credit course will occur during the spring and fall semesters only.

Prerequisites & Notes

21 credits in the SL< program and must include LSC 5501 and LSC 5530.

Credits: 1-3 SH

• **LSC 6600 - Leveraging School Libraries to Improve Student Learning**

This course is designed to build leadership and advocacy skills in how to maximize a school library program to increase student achievement. Participants will learn to apply the research, best practices in school library management, and relevant assessment tools to build a collaborative culture in which teachers and the library media specialist work together to integrate information and technology skills with classroom curricula. The culminating assignment results in an action plan and a professional development tool to revitalize the school library program to impact student learning.

Credits: 1 SH

• **MA 5501 - Selected Topics**

This course will consist of topics related to the interests of the instructor, and will lie beyond or outside of the undergraduate curriculum.

Prerequisites & Notes

Undergraduate coursework in mathematics to depend on topic.

Credits: 3 SH

• **MA 5508 - Stochastic Models**

A study of random variables, moment-generating and characteristic functions, limit theorems, stochastic processes including: Markov chains, random walks, Poisson processes, queuing theory, Kolmogorov equations, and Brownian motion.

Prerequisites & Notes

MA 2233, a proof-based mathematics course, and some basic knowledge in probability.

Credits: 3 SH

• **MA 5531 - Introduction to Manifolds**

This course introduces the concept of a manifold, and uses it to explain how the traditional Euclidean and non-Euclidean geometries are simply special cases of this more general type of space. Specific topics will include the curvature of curves and surfaces, geodesics, topology of surfaces, the Gauss-Bonnet theorem, introduction to 3-manifolds, and visualizing the curvature of space.

Prerequisites & Notes

Upper-level undergraduate course in geometry.

Credits: 3 SH

• **MA 5560 - Abstract Algebra**

This course expands on the abstract algebraic structures covered in undergraduate modern algebra courses. Topics include the theory of groups, rings, vector spaces and Boolean algebras, field extensions, and application of groups or rings.

Prerequisites & Notes

Upper-level undergraduate course in modern algebra.

Credits: 3 SH

• **MA 5580 - Advanced Linear Algebra**

This course will continue the development of linear algebra beyond the undergraduate level. Topics will include vector spaces, linear maps, eigenvectors and eigenvalues, inner product spaces, and determinants.

Prerequisites & Notes

Undergraduate linear algebra course.

Credits: 3 SH

• **MA 5597 - Independent Study**

This independent study course is provided to allow a student with a substantial undergraduate background in mathematics to explore an area of mathematics under the guidance of a mathematics faculty member.

Credits: 1 - 3

• **MAP 5500 - Voice Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree.

• **MAP 5510 - Piano Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

• **MAP 5515 - Applied Conducting**

Private study in the art of conducting. Students develop and refine conducting skills, applying learned techniques and gestural language to various musical compositions.

Credits: 1-2 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

• **MAP 5520 - Organ Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

• **MAP 5530 - Flute Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

• **MAP 5531 - Oboe Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5532 - Clarinet Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5533 - Bassoon Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5534 - Saxophone Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5540 - Trumpet Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5541 - Horn Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5542 - Trombone Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5543 - Euphonium Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5544 - Tuba Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5550 - Violin Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5551 - Viola Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5552 - Cello Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5553 - Bass Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5557 - Guitar Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 5560 - Percussion Secondary**

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student. 5500-level applied music courses are designed for studying secondary instruments.

Credits: 1 SH Notes: The courses offer one credit per semester. A maximum of two SH may be applied to the degree

- **MAP 6600 - Voice**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6610 - Piano**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6615 - Applied Conducting**

Private study of the art of conducting. Students develop and refine conducting skills, applying learned techniques and gestural language to various musical compositions.

Credits: 1-2 SH Notes: The courses offer one or two SH per semester or term and may be re-elected for additional credit. A maximum of four SH may be applied to the degree. (Part-time students register for one credit per semester.) After four SH in the primary applied instrument and in consultation with the applied professor, students may choose to register for MU 5596 Recital

- **MAP 6616 - Collaborative Piano**

The course will address issues specifically pertaining to the piano in a collaborative setting. This will include score study, coaching sessions with other musicians, rehearsal techniques. This course will focus on the music being prepared for the

required recitals (MU 5596) as well as assigned accompaniments.

Credits: 1-2 SH

• **MAP 6630 - Flute**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

• **MAP 6631 - Oboe**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

• **MAP 6632 - Clarinet**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

• **MAP 6633 - Bassoon**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

• **MAP 6634 - Saxophone**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

• **MAP 6640 - Trumpet**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

• **MAP 6641 - Horn**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

• **MAP 6642 - Trombone**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

• **MAP 6643 - Euphonium**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

• **MAP 6644 - Tuba**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6650 - Violin**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6651 - Viola**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6652 - Cello**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6653 - Bass**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6657 - Guitar**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6660 - Percussion**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MAP 6670 - Recital**

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses.

Credits: 1-2 SH

- **MEN 5500 - Concert Choir**

A select mixed choir of about 55 voices. Rehearses four hours a week on choral literature spanning five centuries and in a variety of languages. Joins with Festival Chorus to form an ensemble for women and men each fall and takes an annual tour in the spring. The group has performed at state, regional, and national conventions, has produced numerous recordings, and tours internationally every three years. Open to qualified graduate students.

Credits: 1 SH

- **MEN 5501 - Festival Chorus**

A mixed chorus of over 100 voices; open to all university students as well as community singers. The group rehearses three hours a week and performs a wide variety of choral styles in the fall semester and major choral works with professional soloists and orchestra during the spring semester. Members of the group also join with the Concert Choir to form separate women's and men's choruses in the fall semester. The Festival Chorus has produced numerous recordings. Open to graduate students by placement into a section.

Credits: 1 SH

- **MEN 5502 - Opera Workshop**

The study and performance of operatic scenes or full scale operatic productions chosen according to the abilities of the students in the workshop. Under supervision, students perform in, musically direct, coach, accompany, conduct and stage direct various scenes.

Credits: 1 SH Dual Listed: MEN 3302.

- **MEN 5503 - Mansfieldians**

A highly select small ensemble specializing in vocal jazz and chamber choir music. The Mansfieldians tour with the MU Jazz Ensemble each year. The group also gives an annual holiday dinner concert and makes frequent guest appearances on behalf of the university. Rehearses three hours a week. An audition is required.

Credits: 1 SH

- **MEN 5504 - Chamber Singers**

A highly select vocal ensemble of 12-20 voices established for the study and performance of repertoire from the vocal chamber idiom. Literature includes madrigals & motets from the 16th and 17th centuries, Bach cantatas, part-songs of the 18th and 19th centuries, and contemporary selections. The ensemble performs both on and off campus. An audition is required for membership.

Credits: 1 SH

- **MEN 5505 - Vocal Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5506 - Musical Theatre Production**

The study and performance of a full-scale musical production done in conjunction with the department of speech, communications and theatre. Students will participate in all performance and technical aspects of the production.

Credits: 1 cr.

- **MEN 5510 - Piano Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5530 - Concert Wind Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5531 - Mountie Marching Band**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5532 - Symphonic Band**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5533 - Woodwind Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an

integral part of advanced music study.

Credits: 1 SH

- **MEN 5534 - Brass Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5535 - Concert Jazz Band**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5536 - Small Jazz and Commercial Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5537 - Summer Music Institute Ensemble**

This ensemble is designed for master's degree candidates during the summer music institute. The group serves as a lab group for conductors and also provides performance opportunities for students in the master of arts degrees in music education and collaborative piano.

Credits: 1

- **MEN 5550 - Orchestra**

The Mansfield University Symphony Orchestra provides an opportunity for experienced university and community musicians to participate in the performance of standard symphonic literature. The orchestra presents concerts each semester, accompanies outstanding student soloists, and is a touring ensemble.

Credits: 1 SH

- **MEN 5551 - String Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5557 - Guitar Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MEN 5560 - Percussion Ensemble**

Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study.

Credits: 1 SH

- **MU 5241 - General Music Methods K-12**

Studies the developmental and musical characteristics of children ages 5-18. Emphasizes teaching the elements of music through age-appropriate activities. Includes a survey of current materials as well as observation/participation in the local schools. Particular attention is given to curricular development for general music classes and elective courses in grades K-12.

Credits: 3

- **MU 5500 - Methods and Materials of Research**

Basic techniques, procedures and sources. Selections of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.

Credits: 3 SH

- **MU 5501 - World Musics**

Musics of the five continents are explored with particular emphasis on each tradition's cultural function. Provides the fundamental research and comparative skills needed to understand and listen to selected non-Western music. Includes discussions of how Western art and popular music incorporate these styles. Field study and ethno-musicological techniques are explored.

Credits: 3 SH

- **MU 5505 - Techology in Music Education**

Studies current trends in technology for the music classroom. Special focus on educational software, online resources, Smartboard, notation software, and application to the music classroom and ensemble rehearsal.

Credits: 1

- **MU 5510 - Form and Analysis**

Various methods of musical analysis are studied and applied to compositions representative of various periods of music history.

Credits: 3 SH

- **MU 5513 - Electronic Music**

Survey of electro-acoustic music technology with emphasis on MIDI applications. Provides hands-on experience with computer-based sequencing and audio editing notation.

Credits: 2 SH

- **MU 5514 - Computer-Based Music Notation**

The course provides hands-on instruction in computer-based music notation. Common software applications (Finale, Sibelius, etc.) and standard conventions and techniques of music notation are explored.

Credits: 1 SH

- **MU 5515 - Instrumental Scoring**

Arranging for various families and choirs of instruments, culminating in an arrangement of a suitable organ or piano composition for a concert group. Pre-requisite: An undergraduate course in orchestration.

Prerequisites & Notes

Pre-requisite: An undergraduate course in orchestration.

Credits: 3 SH When Offered: Infrequently offered course

- **MU 5518 - Advanced Composition**

Students develop and work on individual compositions, thus deepening their knowledge and skill in musical composition.

Credits: 1-3 SH When Offered: Infrequently offered course Notes: May be repeated for credit up to a maximum of 6 SH.

- **MU 5519 - Interpretation of Selected Repertory**

Interpretative techniques are studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his/her professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects.

Credits: 3 SH When Offered: Infrequently offered course

- **MU 5520 - Song Literature**

The development of monophonic song from the days of the troubadours and trouvères to the present. Emphasis is on the history of the German lied, French Melodie, Italian, Spanish, and solo song in the British Isles and the United States.

Credits: 3 SH

[\[Archived Catalog\]](#)**Courses**[Contract All Courses](#) |  [Print this Page](#)**• MU 5521 - Choral Literature**

The study of choral repertoire from each historical period including literature from the spiritual, folk, and jazz idioms. The course will include music for choirs from elementary school through collegiate levels as well as issues regarding performance practices, vocal warm-ups, and rehearsal techniques.

Credits: 2 SH

• MU 5523 - Studies in Keyboard Literature

Keyboard literature including organ, "clavier" and piano. Examples are drawn from early and later sources according to the interests and requirements of the student.

Credits: 3 SH

• MU 5529 - Seminar in Music Literature

An intensive study of selected examples of musical literature with emphasis on comparative, historical, and stylistic developments.

Credits: 3 SH

• MU 5537 - Wind Band Literature

The study of wind band literature considered standard in performance repertoire with an emphasis on developing the skills to recognize works that are artfully crafted.

Prerequisites & Notes

None for MA candidates, MU 3351 and MU 3315 for undergraduates.

Credits: 2 SH

• MU 5538 - Conductor's Literature

The study of standard literature in the performance repertoire of wind band and orchestral ensembles. An emphasis on developing the skills to recognize works that are artfully crafted, explore the origins of wind-band music, identify great literature for both wind-band and orchestra and assess the development and direction of current trends. While repertoire emphasized will be of the highest quality, one of the major benefits of the course will be to explore literature for all levels of programming, from beginning to professional levels.

Credits: 2

• MU 5540 - History and Philosophy of Music Education

Philosophical and historical foundations of music education from the time of the ancient Greeks to the present. Special emphasis on music education in the U.S. and music as an aesthetic experience.

Credits: 3 SH

• MU 5541 - Instrumental Methods

The role of the music educator in positions of administration and supervision. An analysis of administrative functions including the definition of purpose, planning, organizing, directing, evaluating, and improving school music programs.

Credits: 2 SH

• MU 5543 - Seminar in Music Education

Identification and formulation of the principles, philosophies, and objectives of music education.

Credits: 3 SH

- **MU 5545 - Vocal/Choral Music Methods**

The study of a suitable choral program in an institutional setting. The course emphasizes the teaching of voice and ensemble singing through the developmental stages of singers, from child to adult. Students observe and participate in vocal/choral music-making with elementary through collegiate level choirs.

Prerequisites & Notes

Prerequisites: undergraduate music degree and MU 5550.

Credits: 2 SH

- **MU 5547 - Orff-Schulwerk: Level I**

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the introductory techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level I certification according to the guidelines of the American Orff-Schulwerk Association.

Credits: 3 SH

- **MU 5550 - Advanced Choral Conducting**

The course is designed to give graduate students the opportunity to refine their choral conducting skills, advance their knowledge of choral literature and performance practices, and increase their understanding of vocal techniques through group study and individual conducting experiences.

Credits: 2 SH

- **MU 5551 - Advanced Instrumental Conducting**

Study and analysis of all phases of baton techniques, rehearsal methods and score reading.

Credits: 2 SH

- **MU 5552 - Diction I for Singers**

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in Italian, Latin and German, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

Credits: 2 SH

- **MU 5553 - Diction II for Singers**

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in English and French, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

Credits: 2 SH

- **MU 5557 - Music Theatre Production**

A course providing the non-professional stage director with a working knowledge of the skills needed to stage and direct a musical production.

Credits: 3 SH

- **MU 5558 - Instrument Repair**

Through lectures, demonstrations, and laboratory work this course will present the nomenclature, techniques of proper care, and effective means of treating the various repairs, which can be made with simple equipment usually available to instrumental teachers in the schools. It will be limited to band and orchestra instruments in the brass, woodwind, percussion, and string families.

Credits: 1 SH When Offered: Infrequently offered course

- **MU 5559 - Marching Band Techniques and Materials**

A detailed study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

Credits: 3 SH

- **MU 5560 - Practical Leadership and Administration in Music**

Practical Leadership and Administration in Music is designed to prepare music professionals for many duties associated with, but outside of the typical musical aspect of their profession. Topics covered will include budgeting; development; advocacy; public relations; program management; programming/ event planning; recruitment; inventory and maintenance; uniform acquisition; equipment purchase; travel planning; assessment; library management, and; scheduling. This course is offered in summers only and a one day residency is required as part of the course. Students will create projects in all areas that may be useful in developing a job search portfolio.

Credits: 2 SH

- **MU 5561 - Jazz Improv I**

A course in the study of the fundamentals of jazz improvisation. Includes study of standard chord types found in major keys and scales related to those chords. Develops ability to improvise over blues and tunes that focus on turnarounds in major keys.

Credits: 2 SH

- **MU 5562 - Jazz Improv II**

Continuation of MU 5561. A course in the study of the fundamentals of jazz improvisation. Includes study of standard chord types found in minor keys, altered dominant chords and the scales related to those chords. Develops ability to improvise over tunes that focus on turnarounds in major and minor keys.

Credits: 2 SH

- **MU 5563 - Jazz Materials and Techniques**

Acquaints current or prospective director of secondary school jazz ensembles with materials and techniques appropriate to the idiom.

Credits: 2 SH

- **MU 5564 - Jazz Arranging I**

A course in the study of the fundamentals of jazz arranging.

Credits: 2 SH

- **MU 5566 - Advanced Arranging**

This online course is designed to develop advanced arranging skills for the professional musician. Orchestration techniques for marching band, jazz band, concert band, chamber music, orchestra and chorus will be covered. Students will select projects that are directly linked to their specialty in music and will be mentored through the realization of two to four arranging activities. Students must have access to finale and/or Sibelius software.

Prerequisites & Notes

Students should have taken an orchestration course prior to entering this course.

Credits: 2

- **MU 5571 - Vocal Pedagogy**

Includes teaching problems and materials, techniques, and literature related to Vocal Pedagogy.

Credits: 2-3 SH Dual Listed: MU 4471.

- **MU 5572 - Piano Pedagogy**

Includes teaching problems and materials, techniques, and literature related to Piano Pedagogy.

Credits: 2 SH

• **MU 5574 - String Pedagogy**

Includes teaching problems and materials, techniques, and literature related to String Pedagogy.

Credits: 2 SH

• **MU 5575 - Woodwind Pedagogy**

Includes teaching problems and materials, techniques, and literature related to Woodwind Pedagogy.

Credits: 2 SH

• **MU 5576 - Brass Pedagogy**

Includes teaching problems and materials, techniques, and literature related to Brass Pedagogy.

Credits: 2 SH

• **MU 5577 - Percussion Pedagogy**

Includes teaching problems and materials, techniques, and literature related to Percussion Pedagogy.

Credits: 3 SH

• **MU 5578 - Pedagogy of Music Theory**

A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.

Credits: 3 SH When Offered: Infrequently offered course

• **MU 5593 - Music Graduate Oral Examination**

During the final semester of study and prior to graduation, a comprehensive oral examination must be passed. The comprehensive examination will cover music theory, music history and the primary concentration. The exam should be completed no later than two weeks prior to the final exams of the last term of study. A meeting to schedule the examinations should occur with the department chair at the start of final semester of study. Consult the music department for preparation of this examination.

Credits: 0

• **MU 5596 - Recital**

A formal recital given in the major performing medium represents the culmination of study in the applied area.

Prerequisites & Notes

Four graduate SH in the performing medium of the recital program.

Credits: 2 SH

• **MU 5597 - Independent Study**

Credits: 1-3 SH

• **MU 5598 - Research Project**

Credits: 3 SH

• **MU 5599 - Thesis**

Credits: 6 SH

• **NUR 5500 - Advanced Physical Assessment and Pathophysiology across the Life Span**

Advanced Physical Assessment and Pathophysiology across the Life Span is designed to provide the student with the knowledge and skills to perform an advanced physical examination, an expectation of each student in the course. Physical assessment skills will be incorporated with related pathophysiological abnormalities. Interviewing techniques and basic head-to-toe physical assessment will be reviewed, followed by a concentration on the focused system assessments. The

integration of laboratory findings, pathophysiology, and physical exam findings will also be addressed. (30 theory hours; 45 hours precepted experiences)

Credits: 3 SH

• **NUR 5505 - Reforming Nursing: Historical Trends in Nursing Education**

This course explores the existing historiography on the topic of higher education and professional studies in the United States. The focus is on historical literature, which provides perspectives on individuals, social movements, and institution building that contributed to transformations in nursing education. Comparisons to developments in related professional education programs provide the context for understanding issues of class, gender, and social power. Readings include both classic and recent historical studies.

Credits: 3 SH

• **NUR 5510 - Teaching and Learning for Nurse Educators**

In this course, students explore the role of the teacher as well as the faculty role. As part of exploring the role of the teacher, students appraise the philosophical foundations of nursing education, analyze and apply learning theories to individual learning styles and types of learning. Epistemological differences between andragogy and pedagogy are explored. Exploration of the role of faculty in higher education includes specific topics such as tenure, promotion, self-governance, and scholarship expectations.

Credits: 3 SH

• **NUR 5515 - Measurement and Evaluation in Nursing Education**

In this course, students explore various theories of measurement and evaluation. They will analyze the relationships among assessment, instruction, and learning. Students will write objectives, develop test questions based on a test blueprint, and analyze various methods of establishing reliability and validity for testing procedures. Students will explore the implications of standardized testing in nursing education. Other focus areas include overall student, course, and program evaluation.

Credits: 3 SH

• **NUR 5520 - Nursing Theories**

This course is designed to incorporate theory and theoretical frameworks into nursing practice, nursing education, and nursing administration.

Credits: 3 SH

• **NUR 5525 - Teaching and Learning in the College Setting**

This course allows the graduate nursing student to work with a preceptor in a college or university setting. The graduate student has the opportunity to select and operationalize an aspect of the teaching and faculty role in an area of interest, and to examine issues in higher education from the perspective of a faculty member. Integration of theoretical concepts and socialization into the role of nurse educator is a major focus.

Prerequisites & Notes

NUR 5510, NUR 5515, NUR 5520 and NUR 5545.

Credits: 3 SH

• **NUR 5530 - Teaching and Learning in the Clinical Setting**

This course allows the graduate student to utilize and apply theories and principles of teaching and learning in a clinical specialty setting of interest to the student. A major emphasis will be on clinical teaching, planning, implementation, and evaluation. (15 hours theory; 90 hours precepted experiences)

Prerequisites & Notes

NUR 5520, NUR 5515, NUR 5525 (Prerequisite or Co-requisite), NUR 5545.

Credits: 3 SH

• **NUR 5535 - Research I**

This course introduces the basic concepts of research. A comparison of qualitative and quantitative research perspectives will assist the student in seeing basic differences and similarities between the two major types of research methodologies used in nursing. The major emphasis in this course will be on student dyads developing a complete qualitative research proposal.

Prerequisites & Notes

Corequisites: NUR 5520.

Credits: 3 SH

- **NUR 5540 - Research II**

This course will focus on designing a research project. Quantitative research and the topics unique to that methodology will be explored. Different research designs commonly used in for teaching, curriculum development, evaluation, and other research based projects will be investigated. Individual proposals for a research project will be written.

Prerequisites & Notes

NUR 5535.

Credits: 3 SH

- **NUR 5545 - Curriculum Design in Nursing Education**

The central focus on this course is to define the interrelationship between course development and curriculum design.

Prerequisites & Notes

NUR 5510, NUR 5515 and NUR 5520.

Credits: 3 SH

- **NUR 5550 - The Nurse in Academe: Issues in Higher Education**

This course introduces the graduate nurse to the tripartite role of the faculty member in higher education. General issues such as tenure and promotion, self-governance, legalities and ethics of teaching, academic freedom, and the nature of scholarship as it relates to injury, integration, application and teaching are explored. Issues specific to nursing such as the dichotomous nature of nursing practice and higher education are also a major focus of discussion.

Prerequisites & Notes

NUR 5510.

Credits: 3 SH

- **NUR 5565 - Leadership Through Scholarly Growth**

The major activity in this course will be the completion of a research project that is considered to embody the precepts of scholarly growth. Individual research projects will be carried out by students, thus providing them with an opportunity to integrate the growth achieved throughout the program and give them the opportunity to demonstrate the capability to carry out independent scholarly inquiry.

Prerequisites & Notes

NUR 5535 and NUR 5540.

Credits: 3 SH

- **NUR 5570 - Nursing Leadership and Administration I**

This course focuses on the role of the nurse administrator, healthcare organizations, the forces that are changing healthcare, managing and improving the quality of healthcare, models of care, and regulatory issues. A precepted experience is required. (15 hours theory; 90 hours precepted experiences)

Prerequisites & Notes

ORL 5501, and NUR 5520.

Credits: 3 SH

- **NUR 5575 - Nursing Leadership and Administration II**

This course focuses on the role of the nurse administrator, human resource management, evidence-based practice, managing interdisciplinary teams, collaborative decision making and communication in healthcare, and legal issues of management in a healthcare environment. A precepted experience is required. (15 hours theory; 90 hours precepted experiences)

Prerequisites & Notes

ORL 5501, and NUR 5520.

Credits: 3 SH

• **NUR 5580 - Inferential Statistics for the Health Sciences**

Survey of descriptive and inferential statistical methods used commonly in health sciences. Topics include measures of central tendency and dispersion, standardized scores, probability, correlation, regression, t-tests, and ANOVA. Students will learn how to interpret results and apply their knowledge when reading scientific articles. Analyses using SPSS or other appropriate statistical software will also be a major focus.

Credits: 3 SH

• **NUR 5585 - Power and Politics in Healthcare**

This course will introduce the student to the relationships between power and political behavior and how this interaction affects outcomes. Students will learn effective methods to anticipate and respond to political situations, as well as develop strategies for building collaborative relationships with the multiple constituencies in health care.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

• **ORL 5501 - Organizational Leadership: Theory and Practice**

This first course in Organizational Leadership will examine key concepts, issues and practices that contribute to effective leadership in a variety of organizations both nationally and internationally. Through a focus on self-reflection and awareness, participants in the course will examine their leadership styles, strengths and challenges and receive useful practical suggestions for improving leadership skills.

Credits: 3 SH

• **ORL 5510 - Organizational Behavior and Change**

This course focuses upon managing for the future and preparing people for a continuous organizational learning pattern leading to innovation and change. It approaches change from understanding organizational behavior through structural, strategic, political and cultural lenses.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

• **ORL 5520 - Organizational Planning and Administration**

This course focuses on the role of leaders in planning and administration of both profit and non-profit organizations. Includes understanding how to assess the practices of an organization, lead others in strategic planning and decision making and understanding the basics of budgeting and finance, developing a business plan, grant writing and facilitating an environment to empower employees.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

• **ORL 5530 - Governance and Community Relations**

This leadership course examines organizational governance, the relationships between organizations and their stakeholder communities and strategies for building and improving those relationships. Emphasis is placed on governance relationships, understanding community context and building improved outreach and marketing efforts.

Prerequisites & Notes

ORL 5501.

Credits: 3 SH

• **ORL 5540 - Leadership Ethics**

This course focuses upon ethical leadership practices in organizations. The course takes an interdisciplinary approach using elements of law, political economy, international business, ethics, and social responsibility. Organizations have social as well as economic responsibilities to society. Ethics and integrity are essential to the process of developing and monitoring organization practices.

Prerequisites & Notes
ORL 5501.

Credits: 3 SH

• **ORL 5550 - Research, Program Assessment and Evaluation**

This course introduces the skills, attitudes and methods to analyze services offered to both public and private organizations in a wide range of fields. In addition, basic research methodology is covered to illustrate the importance of a scientific approach to organizational research and problem-solving projects. Students will learn to formulate a problem, choose research methods, clearly articulate the past research and then collect, analyze and present new data with new interpretations and conclusions.

Prerequisites & Notes
ORL 5501.

Credits: 3 SH

• **ORL 5571 - Leadership In A Global Society**

This course focuses upon understanding the nature of communicating, collaborating and negotiating in diverse cultures across the globe. Examination of one's ethnocentric viewpoint will be emphasized through experiential activities. Understanding others' cultural values, learning to communicate in diverse populations and becoming aware of global etiquette will also be emphasized in this course.

Prerequisites & Notes
ORL 5501.

Credits: 3 SH

• **ORL 5572 - Entrepreneurial Leadership**

Entrepreneurial leadership encompasses an understanding of how to analyze the calculated risks necessary to launch into a new venture.

This course covers the process of starting and operating a new organization, through assembling resources, examining the risks and potential benefits of moving forward, examining the market, developing a business plan and recruiting the right team of people. At each stage, participants will examine how these processes must be viewed through analysis of individual, group and societal contexts.

Prerequisites & Notes
ORL 5501.

Credits: 3 SH

• **ORL 5573 - The Drama and Rhetoric of Leadership**

Although the concepts dramaturgy, rhetoric, sense making, organizing, and storytelling are well established in the literature on philosophy, cognitive studies, organization studies, sociology, theatre, cinema, psychology, communication, and culture studies – the ways in which these conceptual fields are interrelated remains unexplored. The crux of dramaturgical theory in this context is that each of us creates, throughout a complex system of everyday interactions, dramatic impressions of organizational life based on a particular framing, or staging, of various socially constructed scenes. Dramaturgy is about the creation, maintenance, and destruction of socially constructed realities. This interdisciplinary tactic to leadership studies has two primary aims: (1) to promote thinking about how confluent cognitive, emotional, and organization changes are socially constructed, and (2) to coach the planning and performing of rhetorical action in real teams and organizations.

Prerequisites & Notes
ORL 5501.

Credits: 3 SH

• **ORL 5574 - Team Leadership**

This course addresses the conceptual and practical aspects of organizational teams and team leadership. While the leader is a relational element of a group, leadership is an emergent property of a group. Through this course, learners explore the union of these two realities in the context of team. Teams are examined in terms of composition, dynamics, and practice.

Credits: 3 cr.

• **ORL 5580 - Organizational Leadership Practicum**

This is an applied experience in an organization with focus on the type of leadership opportunities the student wants to better understand. Students will practice leadership skills in their chosen setting, while being supervised and mentored by a site supervisor and interacting online with other practicum students and the course instructor. One-hundred twenty (120) on-site hours with regular supervision are required for this course.

Prerequisites & Notes

ORL 5501 and 21 credits completed in the program.

Credits: 3 SH

• **ORL 5590 - Organizational Leadership Internship**

This is an applied experience in the community with focus on the type of organization the student wants to better understand. Students can practice leadership skills in their chosen setting, while being supervised and mentored by a site supervisor. There will be an assigned site supervisor/mentor related to the student's desired learning outcomes. Two-hundred forty (240) on-site hours with one hour of supervision per week is required for this course.

Prerequisites & Notes

ORL 5501 and 27 credits earned.

Credits: 3 SH

• **ORL 5595 - Leadership Capstone Seminar**

The Leadership Capstone course is designed as a summative evaluation experience for students in the master's program. A major project and portfolio will be developed with guidance by the faculty mentor. The purpose of the project and leadership portfolio is to showcase students' leadership skills.

Prerequisites & Notes

21 credits completed in the Organizational Leadership Program (all required core courses).

Co-requisites: ORL-5580

Credits: 3 SH

• **PSY 5522 - Psychology of Women**

This course is an in-depth study of how psychological development, life experiences, and social change interact to affect women's development across the life span.

Credits: 3 SH When Offered: Infrequently offered course

• **SOC 5522 - Sociology of Aging**

A description and analysis of the sociological factors affecting the elderly and the aging process. Particular focus is placed on the conditions of the elderly as a function of societal norms, attitudes, and values.

Credits: 3 SH When Offered: Infrequently offered course

• **SPE 5501 - Educating Children with Exceptional Learning Needs**

This course identifies the history and foundation of special education. Graduate students will develop a working knowledge of the characteristics, prevalence's, causes, effective interventions and family concerns of IDEA eligible categories of disabilities and gifted.

Credits: 3 SH

• **SPE 5502 - Administration and Supervision of Special Education**

Study of organization, administration, and supervision of special education programs. Includes legal aspects, budget and finance, physical facilities, staff development, instructional leadership, parent and community roles, and current research.

Credits: 3 SH

• **SPE 5503 - Psycho-Educational Diagnostics**

Principles and practices of coordinated diagnosis of the problems of exceptional children within various environments and cultures. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique.

Credits: 3 SH

- **SPE 5505 - Mental Retardation**

Intensive review of research on etiology of mental retardation, classification systems, and diagnostic problems. Study of brain injury, psycho/social retardation, research on learning characteristics, evaluation of psychological tests, and criteria distinguishing mental retardation from other problems.

Credits: 3 SH

- **SPE 5508 - Instruction for Low Incidence Disabilities**

Teacher education candidates will study the nature and needs of children with moderate to severe disabilities. Focus will be on the educational and transitional needs of these individuals. The teacher education candidates will develop knowledge and skills in identification, assessment, educational techniques and strategies which are coupled with supportive measure, materials and techniques. The teacher candidate will research best practices for education students with severe disabilities which will include instructional adaptations and assistive technology. A field component will be required.

Credits: 3 SH

- **SPE 5509 - Early Childhood Special Education**

Critical study and analysis of early childhood education for a young child with disabilities. Identification and developmental processes; model programs; home-based services; methods and materials; infant-toddler, preschool and primary programs; team approach; research findings.

Credits: 3 SH

- **SPE 5511 - Communication and Communication Disorders**

This course will focus on speech, language and communication disorders with applications to school age children, language and communication difficulties associated with specific disability types and assessment practices. Students will examine evidence-based practices language and communication disorders. A field component will be required - observation and interview.

Credits: 3 SH

- **SPE 5530 - Diverse Cultural and Linguistic Learners**

This course addresses the social, economic, political, ethnic and linguistic characteristics of individual with exceptional learning needs. Graduates will examine current issues, strategies methodologies that impact individuals in their schools and communities. Culturally relevant materials and techniques will be researched and developed.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

- **SPE 5540 - Behavior Disorders**

Problems in the education of children with emotional/behavioral disorders in regular and special classes, including children whose emotional disturbances are associated with other disabilities. Adaptation of curriculum; methods of instruction; special materials; adjustment of classroom schedules and environment.

Credits: 3 SH

- **SPE 5541 - Behavior Adaptation**

The intent of the course is to present a detailed overview of the principles of behavior modification, following the Law of Association and the law of Effect. Positive behavioral support will be emphasized, using evidenced based practice for the public school environment.

Credits: 3 SH

- **SPE 5542 - Assessment and Behavior Management**

An investigation of the principals of behavior theory for classroom teaching techniques, particularly with children with disabilities. General and specific methods for generating, strengthening and maintaining desirable behaviors will be stressed. Conditioning of both academic skills and non academic behaviors on an individual and group basis will be considered. Functional Behavior Assessment will be introduced in order to facilitate positive behavior support methods. Direct experience in modifying the behavior of individuals will be arranged.

Credits: 3 SH

- **SPE 5543 - Assessment and Behavior Management**

An investigation of the principals of behavior theory for classroom teaching techniques, particularly with children with disabilities. General and specific methods for generating, strengthening and maintain desirable behaviors will be stress. Conditioning of both academic skills and non academic behaviors on an individual and group bases will be considered. Functional Behavior Assessment will be introduced in order to facilitate positive behavior support methods. Direct experience in modifying the behavior of individuals will be arranged.

Credits: 3crs

• **SPE 5544 - Instruction for High Incidence Disabilities**

This course provides an in-depth look at the assessment-instruction cycle and effective teaching-learning strategies that will benefit the learning of children with disabilities in the various service delivery options. Based on research-supported methods, students will develop assessment and remediation strategies to monitor children's academic progress. Field component required.

Credits: 3 SH

• **SPE 5550 - Advanced Curriculum Development in Special Education**

Advanced study of curriculum principles and practices for special needs learners of diverse background. Discussion of regular education curriculum mandates, appropriate modifications, specialized teaching, curriculum writing formats, evaluation, and resource materials.

Credits: 3 SH Dual Listed: (Required of M.Ed.)

• **SPE 5554 - Law and Individuals with Disabilities**

Survey and description of major legal developments pertaining to identification, placement, education, services, and rights of individuals with disabilities across the lifespan. Discussion of implications for administrators, teachers, support staff, parents, and employers.

Credits: 3 SH

• **SPE 5560 - Problems in Special Education**

In-depth survey of current problems, issues, and trends in Special Education.

Credits: 3 SH

• **SPE 5565 - Microcomputers in Special Education**

The course will provide an introduction to and an overview of computer applications for exceptional students. The emphasis for students is to become functional with the microcomputer. Students will be introduced to various microcomputers, selecting and evaluating courseware, assisting/adapting devices, management systems, curriculum correlation, and classroom integration. The possibilities provided to students will assist the exceptional learners to function as a non-stigmatized individual.

Credits: 3 SH

• **SPE 5570 - Clinical Practicum**

An in-class and supervised professional field practicum in a special education setting. A transition between pre-professional and full professional status for the graduate student.

Prerequisites & Notes

Prerequisite: Site selection and arrangement approved by faculty advisor.

Credits: 3-6 SH

• **SPE 5580 - Special Education Workshops**

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

Credits: 1-6 SH

• **SPE 5581 - Special Education Workshops**

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

Credits: 1-6 SH

- **SPE 5590 - Learning Disabilities**

Planning for multi-disciplinary, multi-cultural learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings. Development and evaluation of remedial procedures and materials.

Credits: 3 SH

- **SPE 5593 - Teaching Learners With Mild Disabilities**

This course will focus on the learning needs of children and youth with mild disabilities. An in-depth review of disabilities categorized as mild in nature along with characteristics, etiologies, interventions and current issues will be discussed. Student will develop appropriate curriculum, lesson plans, adaptations and modifications to meet these students' needs in all educational settings.

Credits: 3

- **SPE 5597 - Independent Study**

Credits: 3 SH

- **SPE 5599 - Thesis**

Credits: 6 SH

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Graduate Faculty

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For graduate faculty contact information visit the website at www.mansfield.edu/campus-search/faculty-directory/ and click on the "Faculty and Staff" icon, or call Mansfield University's automated directory at (570) 662-4000.

Graduate Faculty

Jane Benjamin (1999), Professor, Education and Special Education

B.Ed. Taiwan Normal University, 1984; M.S. SUNY at Albany, 1985, 1986; Ph.D. University of North Carolina at Chapel Hill, 1990.

Nancy Boston (1989), Professor, Music

B.M., Lawrence University, 1973; M.M., Peabody Conservatory of Music, 1975; D.M.A., Ibid., 1984.

Adam F. Brennan (1995), Professor, Music.

B.A., Western Illinois University, 1986; M.A., Ibid., 1989; D.M.A., University of Oklahoma, 2000.

Brian W Bridgeforth (2010), Assistant Professor, Organizational Leadership

B.S., Viterbo College, 1995; M.A., University of Phoenix, 1998; M.B.A., Ibid., 2002; Ph.D., Walden University, 2009.

Peggy Dettwiler (1990), Professor, Music

B.S., University of Wisconsin-Platteville, 1970; B.M., University of Wisconsin-Madison, 1982; M.M., Ibid., 1980; M.M., University of Texas-San Antonio, 1985; D.M.A., Eastman School of Music, 1991.

Russell L. Dodson (1982), Professor, Chairperson, Geography and Geology

B.S.E, Wayne State University, 1972; M.S., Michigan State University, 1974; Ph.D., Ibid., 1985.

Shellie L. Gregorich (1999), Professor, Music

B.A., University of Washington, 1990; M.M., The Boston Conservatory, 1992; Ph.D., University of Oregon, 1998.

Karen Guenther (1998), Professor, History.

B.A., Stephen F. Austin State University, 1980; M.A., The Pennsylvania State University, 1983; Ph.D., University of Houston, 1994.

Earl Youngsuck Kim (1988), Professor, Music

B.M., Seoul National University, 1978; M.M., New England Conservatory of Music, 1983; D.M.A., University of Miami, 1987.

Jamie Klesh (2005), Assistant Professor, Health Sciences

B.S. Mansfield University, 1993; M.S. Binghamton University 1998; Ph.D., Binghamton University, 2007.

Bonnie Kutbay (1990), Professor, Art

B.A., University of Colorado, 1972; M.A., Ibid., 1976; M.A., Arizona State University, 1980; Ph.D., University of Toronto, 1991.

Michele Materese (1991), Assistant Professor, Health Sciences

B.S., LeMoyne College, 1980; B.S., SUNY-Binghamton, 1985; Ph.D., Binghamton University, 2006; M.S., Ibid., 1992.

Sheryl Monkelién (2001), Professor, Music

B.M., Iowa State University, 1980; M.M., University of Nebraska-Lincoln, 1995; Ph.D., University of Nebraska, 2001.

Joseph. M. Murphy (1987), Professor, Music

B.M.E., Bowling Green State University, 1982; M.M., Northwestern University, 1983; D.M.A., Ibid., 1994.

J. Dennis Murray (1978), Professor, Psychology

B.A., Syracuse University, 1970; M.A. 1974, Ph.D., University of Rochester, 1975.

Janeen Sheehe (1993), Professor, Health Sciences

B.S.Ed., Mansfield State College, 1969; M.S.Ed., Elmira College (1978); B.S., Alfred University, 1981; M.S., Syracuse University, 1984; Ph.D., Widener University, 1996.

Ronald B. Straub (1975), Professor, Education and Special Education

A.B., Dartmouth College, 1969; M.Ed., University of Delaware, 1972; Ph.D., Pennsylvania State University, 1980.

Kathy J. Wright (1992), Professor, Health Sciences

B.S., Mansfield State College, 1982; M.S., Murray State University, 1985; Ph.D., Pennsylvania State University, 1998.

Leroy M. Wright (1990), Professor, Communications and Theatre.

B.A., Mansfield State College, 1982; M.S., Murray State University, 1984; M.A., University of Denver, 1988; Ph.D., Ibid., 1995.

Associate Graduate Faculty

Jeffrey A. Bosworth (2003), Associate Professor, Political Science

B.A., St. Andrews Presbyterian College, 1990; A.M. 1993, Ph.D. University of Illinois-Urbana, 2000.

Kathleen M. Carico (2003), Associate Professor, Education and Special Education

B.S.Ed., Tennessee Temple University, 1979; M.Ed., Virginia Polytechnic Institute and State University, 1988; Ph.D., Ibid., 1994.

Frank Chua (1999), Associate Professor, History.

B.A., Slippery Rock University, 1991; M.A., Southern Illinois University, 1993; Ph.D., Penn State University, 1999.

Rebecca Dodson-Webster (2005), Associate Professor, Music.

B.M. Grove City College, 1987; M.F.A. Carnegie Mellon University, 1989; D.M.A. University of Wisconsin, 1997.

Jannis V. Floyd (1994), Associate Professor, Education and Special Education

B.A., Wake Forest University, 1975; M.Ed., East Carolina University, 1979; M.A., Appalachian State University, 1983; CAGS Ed.S., Virginia Polytechnic and State University, 1992; Ed.D., Ibid., 1995.

Andrew Gaskiewicz (1999), Associate Professor, History.

B.A. 1988, M.A. 1990, Western Washington University; Ph.D., SUNY-Stony Brook, 1999.

Lynne A. Hammann (2003), Associate Professor, Education and Special Education

B.S., Shippensburg University, 1968; M.A., Western Kentucky University, 1984; Ph., D., Pennsylvania State University, 2000.

Shawndra Holderby (2003), Associate Professor, History

B.A., Ball State University, 1988; M.A., Ohio University, 1992; Ph.D., University of Nebraska at Lincoln, 2001.

Jeffrey Jacobsen (2008), Associate Professor, Music

B.S. Mayville State University, 1974; M.Ed. University of North Dakota, 1982; Ph.D. University of Northern Colorado.

Cynthia Keller (2002), Instructor, Library

B.S.E., Shippensburg University, 1972; M.S.L.S., Shippensburg University, 1982.

Susan G. Laib (1989), Associate Professor, Music

B.M., Eastman School of Music, 1980; M.M., University of Colorado, 1982; D.M.A., Florida State University, 1997.

Susan Lanzara (2008), Assistant Professor, Health Sciences

B.S., Graceland University, 2002; M.S. Mansfield University, 2006.

Jesus R. Lucero (1992), Associate Professor, Education and Special Education

B.A., University of Arizona, 1976; M.Ed., Ibid., 1981; Ed.S., Ibid., 1989.

Michelle Moore (2001), Assistant Professor, Education and Special Education

B.S.E., Mansfield University, 1992; M.E., Mansfield University, 1996; Ph.D., Pennsylvania State University, 2001.

Christine Moulton (2004), Associate Professor, Music.

B.M. Boston Conservatory of Music, 1984; M.M. Manhattan School of Music, 1998.

Oyallon, Monique (2000), Associate Professor, English and Modern Languages

B.A., Université de Toulouse-Le Mirail, 1976; M.A., Université de Toulouse I, 1976; CAPES de Sciences Economiques et Sociales, French National Teaching Certificate, 1978; Ph.D Université de la Sorbonne Nouvelle, 1992.

Todd Ranney (F2009), Assistant Professor, Music

B.M. Drake University, 1982; M.M. The Cleveland Institute of Music & Case Western Reserve University, 1988.

Nathan Rinnert (2003), Associate Professor, Music

B.A. The University of Kansas, 1990; M.A. Auburn University, 1995.

Alissa Rose (2009), Assistant Professor, Music

B.A. Oberlin College, 1997; B.M. Oberlin Conservatory of Music, 1997; M.M. Rice University, 2000; D.M.A. University of Michigan, 2008.

Barbara Smith (2002), Associate Professor, Education and Special Education

B.S., Tennessee Temple University, 1977; M.A., Grace College, 1985; Ph.D., Virginia Polytechnic and State University, 1993.

Andrew Walters (2008), Associate Professor, Music

B.M., Millikin University, 1989; M.M., Northern Illinois University, 1991; D.M.A. University of Illinois, 2002.

Nanci Werner-Burke (2001), Associate Professor, Assistant Chairperson, Education and Special Education

B.S.E., Clarion University of Pennsylvania, 1990; M.Ed., Ibid., 1991; Ph.D., Indiana University of Pennsylvania, 2000.

David Wetzel (2004), Associate Professor, Music

B.M., Lawrence University, 1991; M.M., Peabody Institute of the John Hopkins University, 1999; Ph.D. The University of Arizona, 2003.

Martha M. Whitehouse (2000), Assistant Professor, Education, Special Education and Art.

B.F.A., Mundelein College, 1980; M.S.Ed., Alfred University, 1988; Ph.D. Union Institute and University, 2008.

Temporary or Regular, Part-Time Graduate Faculty

Helen Adams (2005), Instructor, Library

B.S. University of Wisconsin-Oshkosh; MSLS Western Michigan University; and University of Wisconsin-Stout MA in Media Technology.

Candace L. Blessing (2000), Instructor, Library

B.S.E., Millersville University, 1988; M.S., Drexel University, 1996.

Stephanie Brame, Instructor, Library

B.A., Westminster College, 1995; M.S.L.S., Clarion University, 2005.

Nancy Henry (2001), Instructor, Library

B.S., Millersville University, 1988; M.L.S., Drexel University, 1992.

Jane P. Fenn (2000), Instructor, Library

B.A., Wellesley College, 1968; M.A.Ed., Stanford University, 1969; M.L.S., University of California, 1979.

Sara Kelly Johns (2009), Instructor, Library

B.A., Plattsville, NY; State University, M.L.S. University of NY at Albany.

Debra E. Kachel (2000), Instructor, Library

B.S., Millersville University, 1972; M.S., Drexel University, 1992.

James Lauritisen (2003), Instructor, Library

B.A., St. Thomas University, 1969; M.A., Bary University, 1974; M.S.L.S. Shippensburg University, 1984.

Kathleen Odean, Instructor, Library

B.A., Carlton College, 1975; M.A. in Folklore, University of California at Berkeley, 1984; M.L.S., University of California at Berkeley, 1982.

Dirk Stevens (2012) Instructor, Organizational Leadership

B.S., United States Military Academy, 1981; MBA, Keller Graduate School of Management, 1992; Ph.D., Walden University, 2006.

Jean H. Tuzinski (2000), Instructor, Library

B.S.E., Millersville University, 1967; M.L.S., Kutztown University, 1972.

Joyce Valenza (2012), Instructor, Library

B.A., Binghamton University, 1975; M.L.S., Queens College, 1976; M.L.S., Villanova University, 1988; Ph.D., University of North Texas, 2007.